

# · SIERRA · EDUCATIONAL NEWS

JULY 1927



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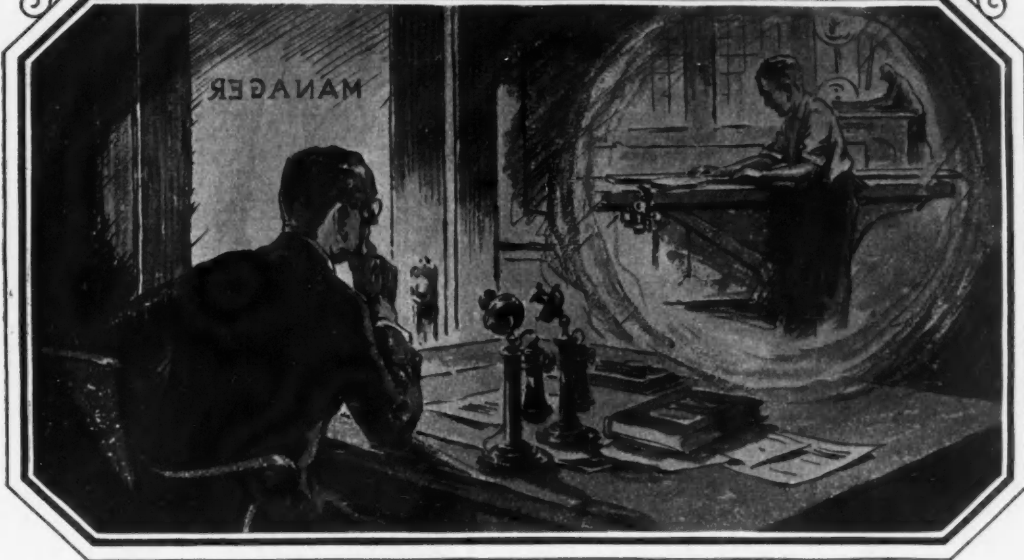
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SIERRA EDUCATIONAL NEWS

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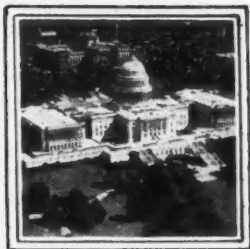
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# SIERRA EDUCATIONAL NEWS

*Official Publication of the California Teachers' Association.*

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....*Managing Editor*  
VAUGHAN MACCAUGHEY.....*Editor*

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AUGUST, 1927

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A Native Son of the West

## The C. T. A. and Educational Research

A Foreword to the Summer Number

ARTHUR HENRY CHAMBERLAIN

THE present issue of the Sierra Educational News is built primarily around the subject of research. Of the important studies featured, that on Taxes, Price and Waste, is of especial significance. This is the substance of an address given before the annual California High School Principals' Convention. This paper sets forth the various items of waste in industry; discusses unnecessary expense attached to various building programs; shows how certain types of expenditure are uneconomical, and considers waste in various activities of our industrial, economic, and social life.

The paper on Public Financial Reports is most significant and should be studied by all those having to do with the administration of public affairs. The author shows conclusively that our public reports and acts should be made understandable to the lay mind. The charts accompanying the paper are illuminating.

### Growth of C. T. A.

The article dealing with the California Teachers' Association should be read in connection with an earlier study entitled The Growth of the C. T. A., and appearing in the December, 1926, issue of the Sierra Educational News. The study under consideration gives some interesting comparative tables on the growth of the Association during past years. The author shows that in addition to the C. T. A. there are *eighteen professional organizations in California that are state-wide in their application and membership*. There are charts illustrating the four periods of

growth of the California Teachers' Association and maps showing the membership by counties.

A significant feature of these various studies is that they can be easily read and perfectly understood. Every reader will profit by a careful study of this number of the Sierra Educational News.

DURING the past year Mr. George C. Jensen, Director of Research of the California Teachers' Association, and the author of the research papers included in this number of the magazine, has made a number of additional studies, several of which have been published in various issues of this journal. The paper on the California Tax System, with the accompanying chart, has drawn attention the country over. This is a graphic display of the sources from which tax moneys are derived, and how taxes are applied in the conduct of government. Other papers include one on the Battle Between Facts and Opinions, More Automobiles Than School Pupils, and the one on the Growth of the C. T. A., above mentioned. Particularly significant is the study entitled Attack on California Schools Exposed. This study is in answer to a survey made of the high schools of Sonoma County by the California Taxpayers' Association.

### A Division of Research

This series of studies and papers, including those already published and those appearing in this issue, is a remarkable showing for one year's work of the Research Division of the California Teachers' Association. For some years effort had been made to develop



in the Association a Division of Research, but not until July, 1926, were funds available for this purpose. At that time the Association was fortunate indeed in being able to secure the services of Mr. George C. Jensen, formerly Principal of Secondary Schools at Eureka, California.

**MR. JENSEN** possesses the rather uncommon qualities of a man scientific in training and having at the same time the ability to interpret findings and figures in terms of education and so as to make them clear to the lay mind. Mr. Jensen, in addition to other notable work, had developed at Eureka, before taking up his duties with the California Teachers' Association, the so-called "Eureka School Plan." This plan had drawn the attention of educators the country over.

The need for a Research Department in conjunction with the California Teachers' Association is clearly under-

stood. Much is being said regarding the "vast" amounts being spent for school purposes. The question of taxation is coming rapidly to the front. Concrete studies should be made of expenditures, not only for school purposes but in all fields of activity, governmental and private. An organization such as the California Teachers' Association, entirely unbiased and with no political or governmental affiliation, is in most strategic position to make impartial investigations and to report its findings.

It is with no small degree of disappointment therefore that we have to announce the resignation of Director Jensen from the staff of the California Teachers' Association, to take up work as principal of the Sacramento High School. At the time of going to press Mr. Jensen is pursuing his investigations of public expenditures in one of the counties of the State. The results of this investigation will, we are sure, be very much worth-while.

## Re-organization of California Schools

ALFRED I. ESBERG

*President of the Board of Education, San Francisco*

**U**TIL a few years ago the law compelled all children to go to school until the age of fourteen. Parallel therewith, we had a grammar-school system of eight grades that practically carried the pupils to an age when the law permitted them to leave school and gave them both a logical finishing-point and a certificate of graduation.

Today, with sixteen years as the legal age limit, does

(a) An eight-year grammar-school plus a few years in our high schools, or

(b) Six years in an elementary school and three years in a junior high school give a satisfactory finishing point to the education of those who leave school and go to work at sixteen years of age?

The attendance figures in various

grades (see accompanying table) would seem to indicate that **the combined attendance in the ninth and tenth grades throughout the state is practically double the attendance in the eleventh and twelfth grades.**

Again, the increasing tendency to limit the admittance to the 13th and 14th grades (the freshman and sophomore in the colleges and universities) plus other major considerations, are rapidly developing the so-called "Junior College" institutions in the various cities.

It seems generally agreed that a two-year Junior College is not quite a logical administrative or educational unit.

**N**OW, if (a) Six-year-elementary plus three-year-junior-high, or

(b) Eight-year-grammar and two-year

high-school—do not offer the best educational system for a large number of pupils, why not consider **six-year-elementary and a four-year junior-high-school?**

However, if this solution be found satisfactory and proper it would leave us with the 11th and 12th grades of the Senior High School standing by themselves. These also would not constitute quite a logical administrative or educational unit.

Then why not consider combining these two orphan Senior High School 11th and 12th grades with two orphan Junior College 13th and 14th grades, which will bring us to the following plan:

1. **Kindergarten**, or pre-school, plus six years of elementary work.
2. Four years **Intermediate** (7th, 8th, 9th, 10th).
3. Four years **Secondary** (11th, 12th, 13th, 14th (junior and senior of the present high; freshman and sophomore of the present college or university. These four years of secondary education might be contracted to three years.
4. **Higher Education**.

I AM quite in accord with the program sketched by President Esberg of our Board of Education. Local conditions will make modifications of the general plan necessary. The one fixed portion of the plan relates to the elementary school, including the kindergarten and six grades. Beginning with the seventh grade and upward local conditions may make it necessary for some communities to house all the pupils in one building. Other communities may separate into two or more buildings.

For the most part I think the intermediate school or the school immediately above the sixth grade should be four years in length. The school above that should be sufficient to reach the university or to prepare the individual pupil for his vocation. Some pupils might remain two years, others three, others four in order to complete the education desired and required.

There is also the elements of population and wealth. Units with large population will be able to provide more extended educational opportunities than units with small population. To overcome the handicap of the small population unit there must be some coordination with larger population units or with the state as a whole.—J. M. GWINN, *Superintendent of Schools, San Francisco, Calif.*

#### Distribution of Enrollment in the State of California and the City of San Francisco

Grade	State Enrollment 1923-24	San Francisco Enrollment Sept. 1926	Age Distribution
			San Francisco, March 1, 1926 Full-Time Day School
1st .....	136,300	7,100	6 yrs.—3600
2nd .....	83,500	5,900	7 yrs.—5100
3rd .....	86,200	5,800	8 yrs.—5400
4th .....	82,000	5,700	9 yrs.—5200
5th .....	78,600	5,900	10 yrs.—5500
6th .....	69,000	6,100	11 yrs.—5500
7th .....	64,800	5,800	12 yrs.—5500
8th .....	61,700	5,400	13 yrs.—5800
9th .....	59,000	4,900	14 yrs.—5500
10th .....	41,200	3,300	15 yrs.—4900
11th .....	29,300	2,300	16 yrs.—3900
12th .....	21,900	1,700	17 yrs.—2400
			18 yrs.—1200
			19-21 yrs.— 502
	813,800		

Orders are now being taken for the collected writings of Dr. Alexis F. Lange. A volume of 350 pages, substantially bound; price \$3.50. A mountain-peak survey, is Lange's book, of the present and future of California's program of public education. Order at once from The Trade Publishing Company, 619 California Street, San Francisco, Calif.

# Taxes, Price and Waste

GEORGE C. JENSEN

*Director, Division of Research, California Teachers' Association*

*(The address upon which this paper is based, was given before the California High School Principals' Convention, in Sacramento, 1927.—Ed)*

**M**UCH CONFUSION exists these days about taxation and public expenditures. An uncomfortable feeling has gotten abroad that government is costing too much.

A reason exists for this attitude. Belief in the extravagance of government has always been a pleasing pastime. It is, let us suppose, entirely reasonable. As far back as any of us can trace, our ancestors have always held taxation to be a necessary nuisance. An evil to be avoided, but, like death, inescapable.

We take pleasure in believing the things that we desire to believe. Complacent faith is often far more satisfying than the discovery and application of actual facts.

But, although we are severe in our criticism of the economies of our public institutions, we offset this attitude by condoning nearly every conceivable type of private expenditure. We scatter rose petals, as it were, in the path of the private spender and point the finger of warning at the supposed wastefulness of our public institutions. Extravagant private wastefulness is too often rewarded by social prestige; while fine public economies, by able public administrators, pass unnoticed into oblivion.

In this regard, we seem to be making a serious error. Beyond question there are as definite laws controlling the social world as there are in operation in the physical universe. One of these laws tells us that there can be no such social condition as effective public economy in the midst of private extravagance. This means that extravagance and economic wastefulness are the products of the entire, complex world which surrounds us and not merely the offsprings of our public institutions.

If these are valid principles, then there is here implied a responsibility, in training the habits of our people, which can not be passed to the school, no matter how willing that institution may be.

**I**N SHORT, we have developed a peculiar philosophy about expenditures. On the one hand we assume that governmental activities are necessarily wasteful and inadequate. On the

other, we assume that private business and private acts belong inevitably to the field of progress and prosperity. It must have been some such condition as this which led David Starr Jordan to remark that, "Ignorance is the greatest of all sciences. It is so easily acquired and so completely self-satisfying."

## Bonds

A few months ago a great railway company applied to the Interstate Commerce Commission for the right to issue \$100,000,000 worth of bonds for developing a section of the country. The proposition, as might be expected, met with general public approval. If the railway company wished to spend its money for the purposes of development, why should the people living in the territory concerned not be permitted to profit by that expenditure? A fair question, but one implying darkness rather than light!

At the very moment when this proposition was before the Commission a hue and cry was being raised in many sections of the country against the "iniquity" of issuing public bonds.

**It was the old story over again. Bonds of private concerns were regarded as a fundamental step in development; indispensable for the advancement of industry. Public bonds, however, were considered by many, as an indication of extravagance.**

The Chairman of the Interstate Commerce Commission, Mr. Joseph B. Eastman, apparently sensed the humor of the situation. He took occasion, about that time, to make a significant statement. In delivering the annual address before the Association of Railway and Utility Commissioners he said: "It is just as sound and proper for a state or a municipality to issue bonds to secure funds for certain purposes as it is for a railroad to do so."—(*U. S. Daily, Nov. 11, 1926.*)

Mr. Eastman was correct. **There is no difference between the bonds which are issued for building schoolhouses and other public buildings, and those issued for building railroads, power and light plants, or other so-called "private" institutions.** In either case the public

pays the bill. In the one instance the tax collector receives the money. In the other, the ticket agent or the cashier clerk. Each payment represents a price paid for something bought. Each is a tax levied. It is not sound to assume that the money we pay for fire and police protection, for public education, and for the many other wants supplied through governmental activity, represents an entirely different kind of expenditure than the money we pay for fire insurance, telephones or electricity. They are identical. Each represents a purchase.

### Expensive Private Buildings

To carry this idea a step further: We have heard much of late about "expensive" school houses. But we also have towering skyscrapers, such as no other age has produced. We have palatial banks, rivaling the architectural masterpieces of antiquity, and erected upon the most expensive corners of our very expensive cities. We have beautiful marble-lined railway stations at all the chief centers of commerce. And there are many other wonderful buildings that are the earmarks of modern times.

The usual American is willing to admit that our school houses, city halls, and libraries, are erected out of funds raised by taxation. But when it comes to the banks, to the skyscrapers, the railway stations, the moving picture theaters, and similar buildings which are used by the public, he seems to have visions of private individuals dipping deep down into their own pockets. But this is more than a vision. It is a hallucination.

We haven't here two distinct kinds of property. "It isn't a matter of black and white, but merely a case of two shades of gray." The men who build these semi-public buildings build them in much the same sense that school administrators build schoolhouses. Everyone helps to pay the bill in either case. It is foolish to regard the one as necessarily wasteful and the other as necessarily non-wasteful.

To say that we are spending too much on schoolhouses is to open up the whole question of whether we are not **spending too much upon many other types of buildings**. At least one eminent business man has warned that too much has already been spent upon apartment houses in our large cities. If so, then that is a waste.

To say that "education is costing too much" is to marshal for inspection the whole matter of private expenditures. Such a survey would undoubtedly show that private waste exceeds public waste many, many times. To condone

the one while complaining of the other will not solve the problem.

The fact is that all activities of modern life,—public, semi-public and private,—are tied up together in the same bag. The all too-common phrase that "taxes are too high," has no economic meaning. It isn't a question of whether the figures are high or low. If we are getting value received for what we pay to the tax collector or to the merchant, then the tax or the price is not too high no matter how high it seems to be. If we do not get value received for what we pay then the tax or the price is too high no matter how low it seems to be. A tax rate, without a consideration of what is purchased with the tax money, may have political value; it has no meaning economically.

### Extermination of Waste

This leads us to the threshold of the great problem which is challenging modern man's powers,—The Elimination of Waste! The questions of high taxation, and of the high cost of living, take on new significance when we begin thinking in terms of retaining **all that is productive in our private and public institutions, and of eliminating all that is wasteful**. At that moment opinion, prejudice, and mere belief disappear; real premises and real conclusions are substituted. The movement takes on a scientific aspect. Men in different walks of life are then able to work shoulder to shoulder, because the dignity of facts has become the guiding star.

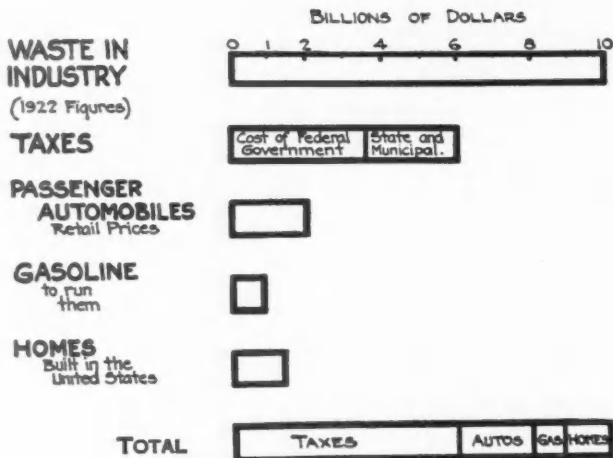
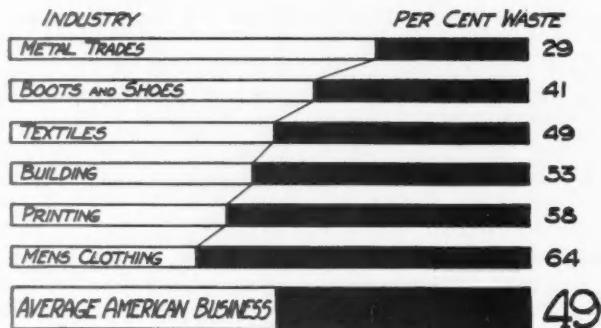
ONE of the most enlightening documents of recent years is Secretary Hoover's annual report for 1926. A large part of this document has to do with the elimination of waste in the economic world. It is illuminating to learn that it is possible for a great man with constructive motives to point out stupendous wastes which are going on about us and for which public institutions are not at all responsible!

In 1922 Mr. Hoover appointed a committee to make a study of the waste incident to the lumber industry. The findings of this committee were generally accepted with the net result of an estimated saving of \$200,000,000 yearly. (Annual Report of Secretary of Commerce Herbert Hoover, 1926, page 19). That is more than twice the cost of the state government of California.

Another committee, appointed in 1921, worked on the standardizing of building codes. The

### WASTE IN INDUSTRY

SUMMARY OF SURVEYS MADE BY  
FEDERATED AMERICAN ENGINEERING SOCIETY.



In the six industries shown above there is an annual PREVENTABLE waste of \$10,000,000,000. This waste amounts to as much as all taxes of every kind, national, state and municipal; plus the cost of passenger automobiles; plus the cost of gasoline; and plus the cost of all homes. This waste is about four and one-half times the total cost of public education in the United States. This is the waste of six industries only. And it is preventable.

The above graphs and data from "Elimination of Waste, Simplified Practice, What It Is and What It Offers." Publication of Department of Commerce. Pages 22 and 23.



result: "The estimated savings in construction by the revision of obsolete codes run into as high as 20 per cent of the cost. Some 68 cities have adopted the recommendations."

(Annual Report of Secretary of Commerce, Herbert Hoover, 1926, page 19). That is, of course, an effective way of reducing taxes.

In Secretary Hoover's little bulletin, "Elimination of Waste, What It Is and What It Offers," are found these significant words: "Late in 1921 was published the report of 'Waste in Industry,' an essay of waste of six typical industries,—the building trades, men's ready-made clothing, boots and shoes, printing, metal trades and textile manufacturing. THIS REPORT BROUGHT OUT THE FACT THAT IN THESE SIX INDUSTRIES ALONE THERE EXISTED A PREVENTABLE WASTE FROM 29 TO 64 PER CENT, AND THAT \$10,000,000,000 COULD BE SAVED ANNUALLY THROUGH STANDARDIZATION AND SIMPLIFICATION ALONE." (See page 22 of pamphlet. See also, reproduction of Secretary Hoover's graph on page 12 of this article. The capitals above are ours.)

#### Colossal Preventable Waste

This brings us a startling realization: The preventable waste of six of our industries (out of literally hundreds) amounts to over four times the cost of public education,—the cost of public education to the nation, to the states, to the counties, and to the municipalities and districts combined! And this takes into consideration too the cost of all of the magnificent school buildings!

**Waste is the common enemy of all institutions and activities. Its presence expresses a challenge worthy of the highest efforts of an able people.**

Much has already been done in waste elimination. In 1926 the ton-mileage of American railways exceeded that of 1913 by 43 per cent, but during that time there had been a labor increase of only between two and three per cent. (*U. S. Daily, Nov. 29, 1926. Report of Dept. of Commerce*).

In 1921 there were 49 kinds of milk bottles. Today there are but four. Five years ago there were 251 kinds and shapes of blackboards. Now there are but 25. In 1921 there were 1114 kinds of sink traps on the market. Now there are but 72 kinds. Five or six years ago there were 65 brands of steel lockers to confuse schoolmen when they equipped gymnasiums. Now the number has been reduced to 17. Five years ago there were nearly 715,000 kinds of grinding

wheels for sale. The number has been reduced by more than one-half. And so for hundreds of other articles. (*See Report Dept. of Commerce, U. S. Daily, Feb. 23, 1927*).

A standardizing process is at work which might with profit be applied to other parts of the school house besides the blackboards. This is a process in the elimination of waste.

#### Many Organizations

There is another angle too to this multiplicity in numbers of things. No one, apparently, has ever counted the number of business, social, fraternal, ecclesiastical, educational, and other organizations in this country. Perhaps no one can count that far! We are thoroughly organized. The "traveling ambassador," Will Rogers, was led to remark, when speaking before the California Assembly some weeks ago, that we had arrived at the time, when two Americans meet, one immediately produces a gavel and calls the other one to order.

In one small city of 15,000, in California, there are 143 major organizations, to say nothing of a much larger number of minor units. We spend vast sums of money for organizations which net us **no adequate return**. That is waste, too. It is also a part of the high-tax story. Many a man buys infinitely more for the \$75 he spends for taxes than he does for the \$100 he spends at his club. But he grumbles at the one and smiles at the other! Taxes, of course, are psychological rather than economic.

**A**ND so it is throughout the whole business and social world. Everywhere is multiplicity and duplication. A half dozen milk cars rumble past your residence every morning, crossing and re-crossing each other's paths and adding greatly to the cost of milk. Everywhere along our streets and highways are stores, almost without number, selling precisely the same kinds of things. Within the stores are abundant evidence of the great waste inherent in duplication. Many brands of the same articles are to be found upon the shelves. This means duplication in capital outlay and in administrative costs. Wherever this tendency of modern times is carried too far even the price-reducing value of competition is vitiated.

Who can visit a store and not be aware that this is distinctly the era of small cans, small paper bags, and small bottles—the era of small-quantity buying? This habit costs us dearly. Something should be done by way of training our people in proper buying habits. The businessman might greatly assist here.

### Advertising

Then there is still another way wherein the business world can greatly assist in cutting the cost of living. I refer to the activity of advertising.

It happens that we are so constituted that there is no limit to the increase in the number of things that we may be made to desire. This psychological factor is at the base of a very large part of the advertising which flourishes about us. In our cities are miles on miles of show windows scientifically arranged so as to be a spur to the imagination and a stimulant to human desires. Everywhere before our eyes are flashed alluring temptations in print. At night the electric signs that line our streets beckon us. And ever the picture screen intersperses automobiles, toothpaste, and dyeing establishments, between the tragedy and the comedy!

There is here no implication that advertising does not have great value. It certainly has. Advertising has proved to be one of the best means for reducing the cost of living and for bringing wealth within the grasp of the ordinary man. But, as is true of all other activities, there is a limit beyond which advertising should not go; and cannot go without causing waste.

### Expenditure Becomes Extravagance

There can be no objection to any individual desiring and buying the commodities which he can afford to buy; but there is serious objection to either a person or a community spending beyond the legitimate means available. At that moment the expenditure becomes extravagance no matter how much the individual may think he needs the article.

There are in California over 1,200,000 pupils and students attending the public schools, from the kindergarten to the state university. We have enough automobiles, of the passenger type, so that each one of this vast number of pupils and students, could ride to school in his own car AND RIDE ALONE. And even at that there would be some 200,000 cars to spare.

There would be no objection to this tremendous outlay for this particular type of property were it not for the serious fact that many of these cars are not paid for and never will be. That is, they never will be paid for by the persons who were supposed to have purchased them. These "bad bills" are shifted, along with millions of dollars worth of other "bad bills," to the folks who do pay their bills. That not only is a tax, but it comes near to being taxation without representation. The so-called "in-

stallment plan," while extremely beneficial and sound up to its limitations, breaks down completely in the presence of the individual who can not weigh the future.

The elimination of the waste incident to "bad bills" implies two very definite activities: (1), The training of the buyer so that he may consciously discriminate between his large number of desires and be able to place first things first; and so that he shall recognize a direct relation between his purchases and his ability to pay. (2), The assumption, on the part of the seller, of the responsibility of not over-exploiting the inherent human tendency to drive one's desires beyond one's effective buying ability.

**B**UT, just as all advertising is not bad, so neither is all advertising productive of sales. There is a vast amount spent in this country in advertising each year which is pure waste, if waste can be pure. This is another bill which we must add to our taxes.

A member of the faculty of a large university kept a check for one month on the number of advertising circulars which he received through the mail. During the thirty days no less than 272, covering 27 commodities, were received. He said that this was a normal month, but to be on the safe side, he divided the number of circulars by two. Having thus reduced the figures to a conservative basis he calculated that it cost the business houses which circularized him \$100 per year for the paper, printing and postage. On top of this it cost the government \$30 to deliver these circulars. On this basis he estimated that it cost, in advertising, \$65,000 a year to circularize the faculty of this one institution.

There are, indeed, many kinds of waste!

### Waste of Accidents

Secretary Davis, of the President's Cabinet, informs us that the financial loss each year due to industrial accidents (most of them avoidable) amounts to 227,000,000 working days. (*U. S. Daily, Dec. 7th, 1926*). This is an amount equivalent to seven times the public education bill of California, state, counties, and districts. Besides this loss 105,000 persons are left crippled and 23,000 sent to their graves.

### Business Failures

Mr. J. H. Tregoe, head of the National Association of Credit Men, has been quoted freely of late relative to the tremendous losses due to business failures in this country. Mr. Forbes, commenting on Mr. Tregoe's remarks, says: "Business failures have cost losses of more than

a thousand million dollars in this country during the last two years. Such losses can and should be cut down. How? By giving more intelligent attention, for one thing, to investigating credit standing of buyers. This constitutes a shocking charge against the judgment, shrewdness and competence of the American business man." (*San Francisco Examiner*, Feb. 18, 1927.) He then shrewdly adds: "Of course, you and I, in the end foot the bill."

Of course, Mr. Forbes is right. There is no particle of difference between paying for waste in terms of higher prices and paying for it in terms of higher taxes.

Quoting again from Mr. Forbes: "Commercial failures have averaged 21,000 during each of the last three years, with liabilities averaging fully \$465,000,000 a year. During the first quarter of this year (1927), again using Dun's figures, there were 6,643 failures, and the liabilities exceeded \$150,000,000." (*San Francisco Examiner*, April 12, 1927.)

SOME months ago a great boom hit Florida. Our mails were crowded full with great, inviting opportunities. A few months later the pyramid, which had been built on its head, had tumbled to earth amid great economic ruin. In Palm Beach County, for instance, only three banks out of eleven survived the depression.

Due to the land boom in Iowa farm land values rose from an average of \$28 in 1890 to \$227 in 1920 and then fell with a crash. Booming had driven the price beyond the productive possibility of the land.

Returning again to Secretary Hoover let us see what he says about this kind of wasteful "growth" in the economic world: "The waste of the boom through speculation, over-production, ill advised expansions, extravagance, relaxed effort, and decreased efficiency, with its inevitable collapse, is followed by still greater wastes during the depression by unemployment. . . . On investigation," he continues, "it was shown that peace-time slumps in business were the direct result of booms, so that booms and not the slumps should be the object of attack." (Annual Report, Secretary of Commerce Herbert Hoover, 1926, page 11.)

#### Waste of Crime

No review of waste would be complete without some reference to crime cost. Our own Lieutenant-Governor, in a ringing speech before the Commonwealth Club in San Francisco, a few weeks ago, said that "in 1924 crime (in the United States) cost ten billion dollars, two

million dollars more than the world war cost, twelve times the combined cost of the army and navy." Public education of all kinds costs about two billions.

**Crime in California, Mr. Fitts stated, costs seventy-one million dollars each year.**

There is also left us, as a heritage from all past generations, the great problem implied by eugenics. Those who have taught school probably have a suspicion that Mr. Wiggam comes somewhat near the truth when he tells us in his book, "**A New Decalogue of Science**," that "the poorest adders are the best multipliers." Five or six great civilizations before ours, it seems, have gone down to ruin because they permitted the multipliers to compound while the good adders subtracted. Some day, we shall attack this problem of eugenics sanely but firmly. Then one of the greatest steps possible in tax reduction will have been taken.

AT THE present time, however, our eugenic actions are about as sensible as were the actions of a fair committee in a northern county. The committee offered two prizes, one for the best baby and one for the best pig. The prize for the best baby was \$5. That for the best pig was \$100. Both prizes were won by the same person, an Italian immigrant.

*Of course, it is very hopeful that any prize at all was offered for the best baby, even though it was twenty times less than that for the best pig.*

#### Elimination of Waste

But there is no end to the long story which makes up the narrative of waste in this country. There should be an end, however, to this waste. And that is as true of the waste in the field of education as anywhere else. It is as true of the waste in the field of business and industry as in the sphere of government. It is the job of all of us whether we work for the government or for ourselves.

This is a scientific age. It is also an age of the gathering of many figures. Between science and figures there is no necessary relation. The need of the hour, in education and elsewhere, is not the manipulator of figures; he who pours all kinds of data and numbers into the hopper of his mixing machine and in the end forces the whole mass out through a mold which he himself has shaped. The need is for the understanding gathering of essential facts, and for a scientific, sane, and sincere interpretation of those data.

*A sane interpretation involves, not only*

*proper conclusions, but also a statement of those conclusions in language which can be understood by the ordinary American on the street. We have no right to expect a reasonable and intelligent public opinion unless we give the public the ungarnished truth; and give it in an understandable fashion. Most of our public reports are failures in this particular.*

**I**N COMMON with the best practices and experiences of our most successful business organizations, school administrators should assume the responsibility of analyzing their own organizations and of projecting them sufficiently far into the future that they may build and operate them with a maximum of efficiency and a minimum of waste. In many of our schools, very little is known of comparative

costs and still less of comparative results. The same is true of most businesses and industries. And yet, there is no other way than that of analysis for determining the leaks which we call waste.

There is great opportunity for research in every field of activity. There must be the will to discover the facts; the saneness to use the best means that have been devised for that purpose; the honesty to let conclusions follow premises; and the courage to set the conclusions to work when once they are discovered. And with all, there should be a tearing down of the popular misconception that waste is a sin peculiar to public institutions.

"The true story of the accomplishment of our public institutions," says Mr. Eastman, "would disclose an astonishing and magnificent balance on the credit side."

A large chain hotel company simplified its requirements, and reduced costs, of items simplified, 20 per cent below former cost, released \$350,000 from former inventories, and saved \$100,000 per year.

#### HOW?

##### BY REDUCING—

30 Styles of Glassware to 10

15 Designs of Carpets to 3

Many Patterns of Table Linens to 1

and similarly simplifying nearly 200 other supply items.

---

—From statement by L. M. Boomer, President Waldorf-Astoria, Inc.

An effective way of lowering costs. It could be and is being applied to many other types of business. This amounts to a substantial and business-like tax reduction.—

From "Elimination of Waste, Simplified Practice, What It Is and What It Offers," Page 12. Publication of U. S. Department of Commerce.

# Public Financial Reports: An Appeal

GEORGE C. JENSEN, *Director*

*California Teachers Association, Division of Research*

**I**N CALIFORNIA many public officials are required to issue annual financial statements. These reports aim to render to the people an accurate and concise account of all moneys handled, during the year, by the political units which the officials represent. There are, for instance, the reports of the State Controller, of county auditors, of city auditors, and of many other public officials.

From an actuarial standpoint, the statements rendered by these persons are usually good. They are often the work of expert accountants.

## A Neglected Field

There is, however, another side to the matter of public reports,—a phase which has been too long neglected. Gradually the idea is becoming current that any public statement, financial or otherwise, must not only contain all the essential data, but **must also be so written and so presented that it becomes an easily-understandable interpretation of the costs, operations, and functions of the particular branch of government concerned.** To be specific, a statement such as is issued by a county auditor, should not be merely an actuarial account of "receipts" and "expenditures." It should also furnish a clear and simple interpretation of all the figures included.

The gathering of data is merely one of the necessary steps in any true study. An analysis of these data is the second step. The third consists of presenting the conclusions in such a form that they may be easily and properly understood by the persons for whom they are intended.

*It is public opinion which governs in a democracy. Some day we shall probably be wise enough to know how to substitute knowledge for opinion. Then public knowledge will govern. The coming of this day can be greatly hastened by the makers of our public reports.*

Effective government, like effective business, means the elimination of such destructive elements as suspicion, secrecy, and half-truths. This is a difficult task. Nothing short of the entire truth can do it. But the entire truth involves the important fact that **a truth is never**

**a truth to an individual until it is understood by him.**

A financial report, for instance, may account for every cent of receipts and expenditures—may contain every essential fact—and yet be so involved and so devoid of analysis that it has **no meaning** for the great majority of persons. Such a report does not "tell the truth" to the average man.

Most of our public reports, it would seem, are still in the first and highly unsatisfactory stage of report-making. That is, they blankly present data without analysis or interpretation. The result is a wide-spread misunderstanding of public institutions by the public itself. The ordinary reader of any one of most public statements will arrive at many wrong conclusions, due to the lack of interpretation by the report itself.

## Light Is Needed

No one is especially to blame for the present scheme of inadequate public reports. The system is merely a passing phase in a great development. It has grown up in connection with government, industry, and other institutions. It has now outlived its day and fulfilled its purpose. Intricate modern civilization has outgrown this deficient instrument of a past generation. More clarity is needed.

**WE LIVE** today in a new kind of a world. Scientific analysis, working hand-in-hand with fact-finding agencies, is substituting sound understanding for guessing. We have, thanks to the schools for all of the people, a **much more intelligent public than has ever before existed in history.** Most of our people can be made to understand the facts, and to reason properly about them, if these data are presented in an understandable form. This means a new and highly important responsibility on the part of public officials.

*An effective desire to have the operations of our institutions properly understood is the cure for many of our ills. Most large industries have already learned this important lesson. Government must learn it too.*



### The Auditor of the County of X

How serious may be the mis-impressions given out by a financial statement may be seen from a study of the characteristic "errors" made by county auditors. By "errors" is not meant inaccuracies or mis-statements, but errors in the sense that the data lead to wrong conclusions on the part of the report readers. These characteristic "errors" have all been included in the report of the auditor of the imaginary County of X, dealt with below.

Of course, no report of any one county auditor would include all of these "avenues to misunderstandings" but there are few auditors' statements which do not include one or more of them. Nor are these "errors" peculiar to county auditors. Most any public financial statement might have been used as a basis for this study.

*It is not the purpose here to criticise public officials for continuing a system which they inherited full grown. The object is that of pleading for better reports through which to inform our people of fundamental facts. That seems to be good democracy.*

The drawing on page 21 is a characteristic graph found, with modifications, in many public financial reports. It is an attempt to explain visually how the funds of the County of X were expended during the year 1925-26. Such charts are often referred to as mediums indicating the distribution of "the tax dollar." Wherever used, they hold positions of great importance for they are spectacular. Probably most persons who look through reports do not get beyond the graphs. They have the effect of head-lines in a newspaper.

But while all reporting officials do not use charts, they do all invariably use comparative figures. Almost always an attempt is made to compare the amounts of money expended for the various functions of the branch of government concerned.

So, whether graphs or figures, or both are used, there is present the possibility for mis-impressions. That is, unless the figures are explained. **And that is almost never done!**

**B**ELOW is found a series of wrong interpretations which would naturally arise from reading the report of the County of X. Just such misunderstandings do exist all over the State of California. They will continue to exist so long as the sources through which they arise remain unchanged. These mis-impressions find their way into the press, into public discussions, and even into the reports of grand juries.

### Wrong Interpretation Number One *Expenditures and Disbursements*

The chart and the figures on page 21 are labeled: "Expenditures of the County of X, fiscal year 1925-1926, \$7,500,000." The usual reader would interpret this as meaning that the people of the County of X had been taxed a total of \$7,500,000 during 1925-26 for paying the county's bills.

As a matter of fact, however, **about one fifth of this amount was not raised by local taxation but came directly from the state treasury.** In one California county, about the size of the County of X, the county received from the state \$1,000,000 on its average daily school attendance, and another \$300,000 as its share of the automobile license and gasoline taxes. Certainly, these sums should not have been added to the total county expenditures. Or, if they were added, that fact should have been explained.

A mere statement, somewhere in the report, indicating the amounts of the "subventions from the state" is not sufficient. In the presence of the graph, or the data shown on the face of the graph, figures given elsewhere in a report have little effect. The data never should have been stated in the form shown by the graph, because, to do so, meant inevitable mis-understanding. The purpose should be clarity.

### Conjecture vs. Fact

Some people think that money received from the state treasury does in substance represent local taxes because it is money collected by the state on local property. In California certain types of property are exclusively reserved to the state for taxation purposes. This property, it is contended, would have been taxed locally had not the state reserved it for itself. For this reason, it is argued by some, the subventions from the state should be added to county expenditures, and considered as money raised by county taxation.

This may or may not be true in the case of any particular county. To involve this in a graph or in figures is to introduce an element of conjecture. The auditor of the County of X has confused "county expenditures" with "county disbursements." County disbursements amount to \$7,500,000 for the year, but county expenditures amount to \$7,500,000 minus the amount received from outside sources; about \$1,500,000. (From state for schools, motor vehicle licenses, gasoline taxes, forest reserve, and various funds).

## Wrong Interpretation Number Two

### *State Subventions*

Another error, closely related to number one, would be the conclusion that Highways and Bridges cost the County of X \$1,425,000 during 1925-26. The chart does not indicate that one-fifth of this amount was derived from the state tax on automobiles and gasoline. This one-fifth of the total was simply disbursed by the county; it was not raised by county taxation. To add this amount, without explanation, is to invite misunderstanding.

## Wrong Interpretation Number Three

### *Bond Expenditures*

One of the most serious errors which creep into public financial statements is that of **adding bond money expenditures twice**. For instance, 20-year bonds of \$100,000 for erecting a school house are carried. The building is erected and the bills for it paid on warrant. These bills are counted as expenditures totaling \$100,000. In due season, however, these 20-year bonds are redeemed. This is also done by warrant. It would be improper to charge these redemption costs to expenditures, because the bill has already been paid once. True, the building cost \$100,000, and it cost \$100,000 to redeem the bonds, but, aside from the interest on the bonds, there has been an expenditure of \$100,000 only.

*Much confusion has arisen in this connection. It is very common to find public reports which charge to expenditures both the original cost of the building and the cost of redeeming the bonds. In the case of the County of X, for instance, the report shows an expenditure for redeeming highway and school bonds and also expenditures for original sums of bond money expended.*

This means that in all probability the redemptions which are now charged to current expenditures were also charged to expenditures when the original sums were expended. That is an unwarranted double charge for the same thing. That is an error.

## Wrong Interpretation Number Four

### *County Library Expenditures*

It will be noted that the **entire** County Library bill has been charged to "education." Of course the library is educational, but "education" as it appears in a county budget or in a county financial statement refers, in the minds of the people, to the public schools. If it is proper to charge "education" with County Library expenditures why not charge it also with City Library expenditures, with expend-

itures for juvenile homes, for detention homes, and for the conservation of health?

It is true that the county libraries are made use of by the schools directly, but they are also used by many persons who are not connected with the public schools. To charge the schools with only one-half of the county library cost would come far nearer the truth. In the case of the County of X this would **mean a decrease of \$131,250 in the amount charged against Education.**

## Wrong Interpretation Number Five

### *Expenditures for Education*

The graph and the figures show that 62 per cent of the "County Expenditures" goes for "Educational" purposes. There could be no reasonable objection to presenting that fact to the taxpayers of a community if it were actually true! **But it isn't true in the case of X County.** Such errors as this are common in California and often lead to unwise reactions against the public schools.

The amount of money actually expended by the County of X for education, during 1925-26, was 39 per cent of the total local expenditure instead of 62 per cent as the auditor indicates.

Aside from the errors of adding unwarranted items in the bill of county expenditures (subventions from the state, dual entry of bond moneys) the county auditor omitted certain other local public expenditures which are germane wherever a study of comparative costs is being made.

The California law makes the **County Treasurer the custodian of all school funds, including those of city schools**. No school funds are deposited in city treasuries. Consequently all school bills are paid through the offices of county officials. That means that **ALL SCHOOL BILLS OF EVERY KIND ARE COUNTED AS COUNTY EXPENDITURES** and are listed in the report of the county auditor.

But that is not true of most other municipal expenditures. They are "city expenditures" and do not pass through county hands and so are not taken into consideration by the county auditor. They do **not** appear in his report.

In the County of X, where there was an actual county school expenditure of \$2,818,750 (\$4,650,000 minus \$700,000 for bond moneys charged twice, \$131,250 for over-charge in County Library expenditures, and \$1,000,000 in subventions from the state for schools) there were municipal expenditures, other than for

schools, let us say, of \$2,000,000. These were not counted at all!

It is hardly fair, even because of the peculiarity of the law, to add to a **county** report all educational expenditures of incorporated cities and exclude from the report most other kinds of city expenditures. True comparative figures can not be arrived at in that way.

*Any true report demands the consideration of all comparable data. Either the auditor must exclude the school bills which are purely city bills, or he must include all other city bills.*

The present scheme used by the auditor is equivalent to making a light man appear to

weigh more than a heavy man by the simple trick of permitting the heavy man to put only one foot on the scales.

### Comparative Graphs

We are now ready for a comparison of Graph I, which gives a number of false impressions, and Graph II, which endeavors to give a **true picture** of local taxation. The data which appear on the face of Graph I will have to be modified so as to eliminate the bases for the misunderstandings noted above. Both the original and the modified data are shown below so that comparisons may readily be made:

Original Data, Graph I.		Revised Data, Graph II.	
Relief .....	\$ 750,000	10%	\$ 750,000 10.5%
Departmental .....	675,000	9%	675,000 9.5%
Highways and Bridges:			
Construction .....	\$1,185,000		\$ 385,000 <sup>1</sup>
Redemption .....	140,000		140,000
Interest on Bonds.....	100,000		100,000
Total .....	1,425,000	19%	925,000 13%
Educational:			
Redemption of debt.....	\$ 525,000		525,000
Interest on bonds.....	150,000		150,000
County Administration .....	37,500		37,500
Elem. and H. S. Exp.....	3,675,000		1,975,000 <sup>2</sup>
County Libraries .....	262,500		131,250 <sup>3</sup>
Total .....	4,650,000	62%	2,818,750 39%
Other Municipal Expenditures.....			2,000,000 28%
Grand Total.....	\$7,500,000		\$7,168,750

<sup>1</sup>Of the \$1,185,000 for highway construction, \$500,000 was money raised by bonds, being expended this year. As bond moneys are counted as expenditures when the bonds are redeemed they cannot also be charged at the time of the expenditure of the original sums. Also, the County of X received \$300,000 in state subventions, derived from automobile and gasoline taxes. This sum was a county disbursement but not a county expenditure. This gives a total of \$800,000 which had been wrongly charged as a county expenditure for 1925-26.

<sup>2</sup>Of the \$3,675,000 charged as expenditures against the schools, \$700,000 was money raised through a bond issue and expended during the year. Also, there was a subvention from the state of \$1,000,000 paid to the county upon an average daily school attendance basis. This makes a total of \$1,700,000 which had been wrongly charged against education.

<sup>3</sup>See Wrong Interpretation No. 4, page 19.

**IN CONCLUSION:** There is great need that our public reports and accounts be made understandable public texts. The public has a right not only to the facts but also, if these facts are to aid in the healthful growth of the body politic, a further right that the facts be carefully analyzed and interpreted.

## An Untruthful Chart

Expenditures of the County of X for the Fiscal Year 1925-26, \$7,500,000

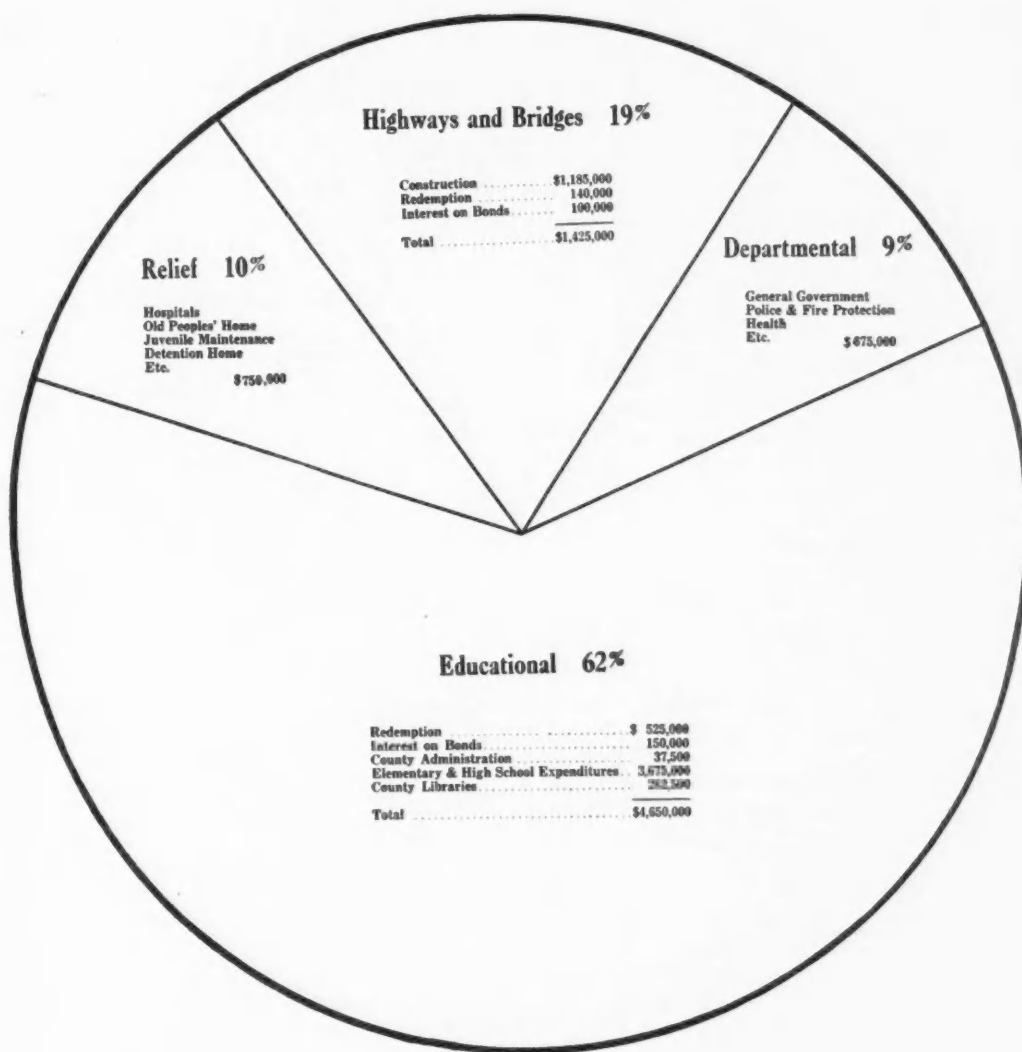


FIGURE I

A characteristic graph such as is used by auditors and other officials in reporting to the public. This chart is deceiving for it fails to consider certain fundamental facts. It makes it appear that a far larger percentage of public funds are being expended for educational purposes than is actually the fact. See the text.

## A Truthful Chart

Expenditures of the County of X for the Fiscal Year 1925-26, \$7,168,750

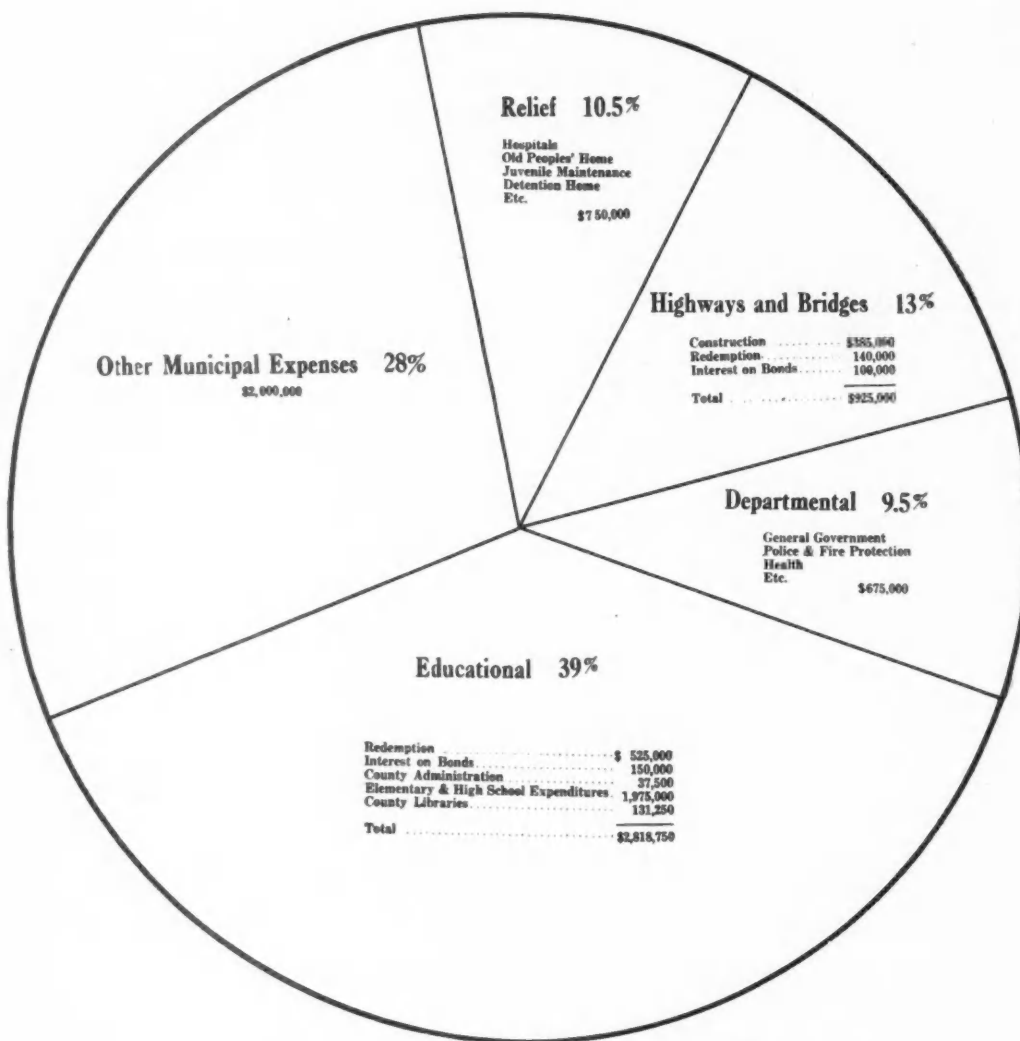


FIGURE II

This chart differs from Chart I in that it has not confused "expenditures" with "disbursements," has subtracted all items which were not expenditures, and has added all items which were expenditures. This chart gives the reader the actual condition which exists in the County of X. Note how it differs from Chart I. The expenditures for the same county for the same year were used in compiling both charts. Nothing is more dangerous than figures. They should be made to tell the truth. They should be analyzed. Graph II is the result of analysis. See the text.



# California Teachers' Association--Past and Present

GEORGE C. JENSEN, *Director*

*Division of Research, California Teachers' Association*

**C**ALIFORNIA TEACHERS' ASSOCIATION has shown a marvelous growth during recent years. It has become one of the most powerful state teachers' organizations in the country. Probably only one state in the union has a larger association membership than has California. **No large state has a larger percentage of its teachers members of its teachers' organization.** There has been here a fine professional spirit and an abundance of educational statesmanship.

The story of the development of the educational organizations of the past into the California Teachers' Association has been so well told by such writers as E. Morris Cox ("Brief History of Fifty-nine Years of Educational Organizations," C. T. A. Bulletin, May 1920) and Dr. Richard G. Boone ("Educational Organization in California") that it is not necessary to enlarge upon it here. It may be desirable, however, to set forth the various phases of this growth graphically and to point out certain tendencies which indicate the rising problems of the future.

## Out of the Past

By referring to Chart I, the reader will get a picture of what Dr. Boone calls "the four important steps" in the development of the California Teachers' Association. This history spans a period of considerably over half-a-century.

From almost the beginning there has ever been present a definite tendency among California educators to regard the state as **one educational unit.** The feeling has prevailed that sectional problems were subservient to state problems. From the earliest formation of the "California Educational Society," during the Pioneer Days of the early sixties, down to the present hour California's educational leaders have consistently refused to build educational organizations upon provincial foundations. Even during the Third Period—the period of organization—the emphasis was not so much upon sectional units as upon a **confederation of the various local units.**

Another tendency, which has held sway from the early sixties—if not from an earlier date,—has been that of teachers' organizations to com-

bine with teachers' institutes for the purpose of holding meetings. It has long been recognized that periodic meetings of the members of an organization are necessary to preserve the unity and life of the organization. Teachers' organizations in California have proved no exception to this rule.

**I**T CAME to be believed early, too, that one year between meetings was the maximum for any kind of efficiency. It was felt that longer periods between meetings would mean a drop in membership, due to a lack of sustained interest. The experiences of the past are parallel to those of the last decade, during which time some of the sections of the C. T. A. have experimented with biennial meetings. The tendency is for the membership to drop considerably below par during "the off years."

Due to the great difficulty of getting large bodies of teachers together for meetings more than once each year, the State Teachers' Association, and its various Sections, seems irretrievably linked with teachers' institutes. This introduces a difficult problem for educators. They are not only interested in a state-wide teachers' association, but also in institute modifications which lead to improvements.

## Growth of the C. T. A.

In 1905 the four large teachers' organizations then in existence merged and became the California Teachers' Association. This new organization at once entered upon a most significant period of growth. It was incorporated under the laws of this state, created a Board of Directors, and an Executive Secretary. In short, it set up machinery in keeping with the best organization development of the hour.

How rapidly this institution has grown may be seen from the figures presented in Table I, and the data shown in Chart II. If this growth were to continue there would be as many members by 1933 as teachers in the state.

It is not, however, reasonable to expect the growth to continue at the same rate. The "saturation point" of any organization is probably some ten or fifteen per cent less than the number of persons belonging to the particular group concerned. Nothing

short of an extremely critical and apparent danger to the teachers themselves could possibly induce them all to become members. But the very presence of the C. T. A. itself will likely ward off such a danger. Through its own efficiency an organization such as this practically precludes the possibility of a One Hundred Per Cent membership.

The remarkable fact is that eighty per cent of the teachers of the state are members of the California Teachers' Association. That is an accomplishment that speaks well for its activities.

**TABLE I**  
**The Growth of the California Teachers' Association**

Year	Teachers in State:	C. T. A. Members:	Pct.
1910.....	10,800	7,000	65 %
1918.....	20,049	7,224	36
1919.....	20,353	8,640	43
1920.....	22,032	10,869	49
1921.....	23,980	14,010	58
1922.....	25,960	15,188	58
1923.....	28,450	17,162	61
1924.....	30,951	22,611	74
1925.....	33,587	24,802	74
1926.....	35,655	28,066	78
1927.....	37,700*	30,000*	79.5

\*Estimated.

#### The Period of Disintegration

There is still another tendency in California (and elsewhere) which will likely have to be dealt with somewhat heroically if the next period of development, in connection with teachers' organizations, is not to be known as "the period of disintegration." Chart III is introduced into this study for the purpose of calling attention to a condition which now exists in this state and which condition is being intensified with alarming rapidity. I mean the tendency to create new teachers' organizations, for which claim is made that their memberships are state-wide, without regard to organizations already in existence and without even the loose ties of a confederacy to bind the various units together.

This danger has been long recognized. Steps have already been taken to bring about a condition of affiliation so that there might be unity of action and consistent directness of purpose.

The work which has been begun should be pressed forward to some logical end.

**H**OW SERIOUS this disintegrating process is is not fully realized until the large number of independent teacher organizations already in existence is noted. There are in California now, as shown by Chart III and by Table II, nineteen state-wide teacher units. (Possibly there are more. Possibly one or two of those named have already disappeared). The chart shows the relative sizes of these organizations.

Besides these state-wide units there are many national organizations which extend to this and other states. There is also an almost innumerable number of strictly local units. Organizations certainly are the habit of the hour, in education as elsewhere.

The picture which this condition presents is that of a basket of marbles of various sizes, thrown into contact, but without cement or mortar to bind them together. When they are poured out for action each marble takes its own merry course in its own particular direction. If two happen to traverse the same path it is more accident than otherwise.

#### INTERESTING COMPARISONS

	1922	1927
Number counties with less than 25% of teachers members of C. T. A.....	16	8
Percentage of entire teaching body of the state residing in these counties .....	16%	1.3%
Number counties with less than 50% of teachers members of C. T. A.....	26	12
Percentage of entire teaching body of the state residing in these counties .....	29%	4%
Only the small outlying counties have a low C. T. A. Membership.		

## CALIFORNIA STATE-WIDE EDUCATIONAL ORGANIZATIONS

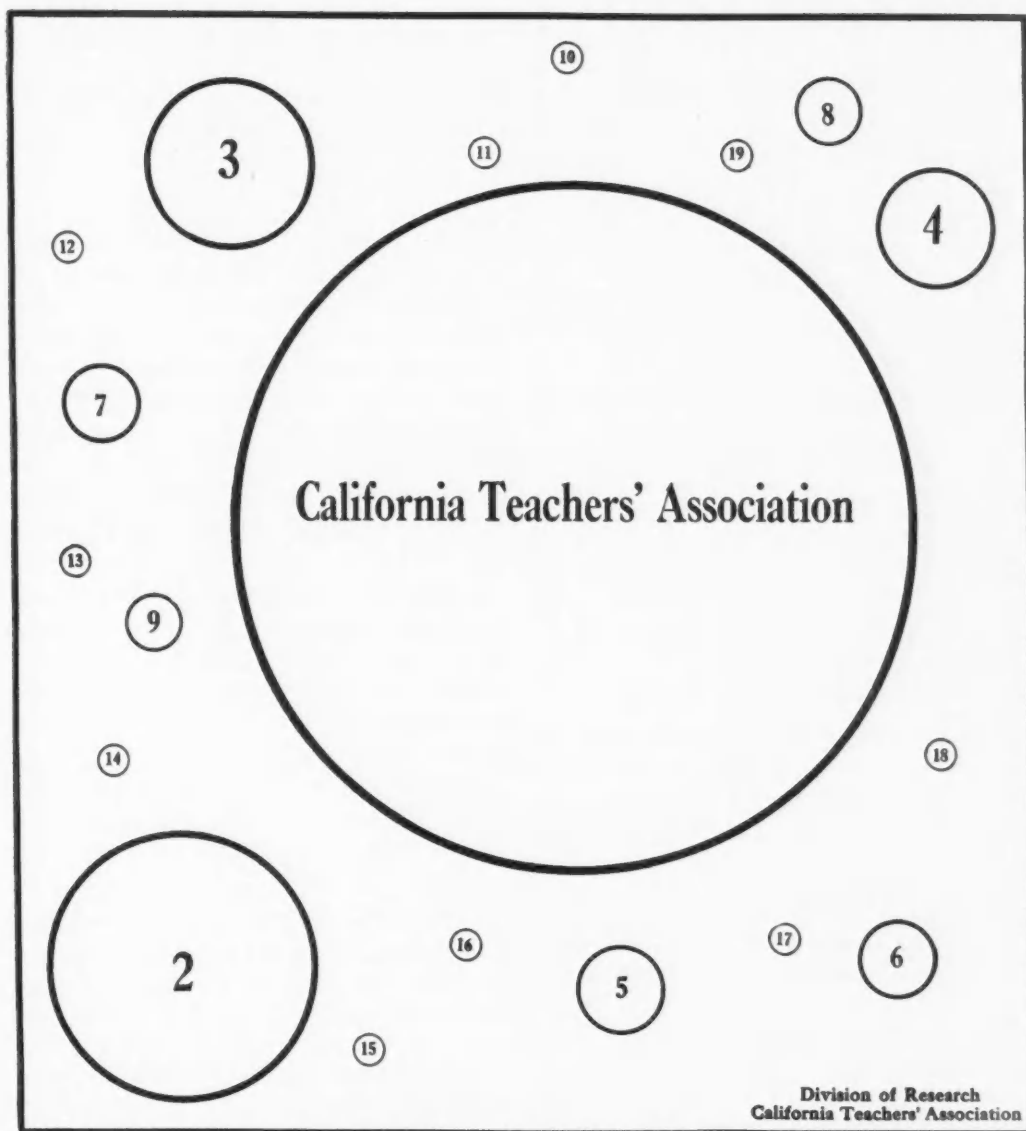


CHART III

There are nineteen educational organizations in California seeking state-wide memberships. For a list of these see Table II.

TABLE II

State-Wide Teachers' Organizations  
in California

1. California Teachers' Association.
2. Society for the Study of Secondary Education.
3. Kindergarten-Primary Association.
4. Elementary Principals' Association.
5. Home Economics Association.
6. Vocational Association.
7. High School Principals' Association.
8. Public School Music Association.
9. Association of English Teachers.
10. City and County Superintendents' Association.
11. Association of Supervisors of Attendance.
12. Adult Education Association.
13. Association of Girls' League Advisors.
14. Visual Education Association.
15. Educational Research Association.
16. Drama Teachers' Association.
17. Rural Supervisors' Association.
18. Commercial Teachers' Association.
19. Association of Agriculture Teachers.

The above organizations, claiming membership from all parts of the state, are the organizations shown on Chart III. Besides these there are a number of national organizations to which California teachers belong and a large number of local associations. Evidently the membership problem is becoming extremely complex.

We are in need, it would seem, of an educational Benjamin Franklin who, by compromise and saneness, could bring all these independent units together and forge them into an educational phalanx. When all is done and said each of these groups is merely interested in a different phase of precisely the same problem,—the problem of public education.

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#### What of the Future?

History alone can answer the question of whether these many state-wide teachers' organizations will become branches of a great parent association or remain independent units, each fighting its own battles. The story of state associations down to date is a reiteration of the age-old experience that "In unity there is strength." The converse is probably quite as true: Over the path of disintegration lies weakness.

In 1905 a state conference of the then four large teacher associations was called. The leaders saw that a confederation of these four organizations would be too weak to cope with the great problems facing public education, and that for each to struggle independently was out of the question. A complete federation was the solution.

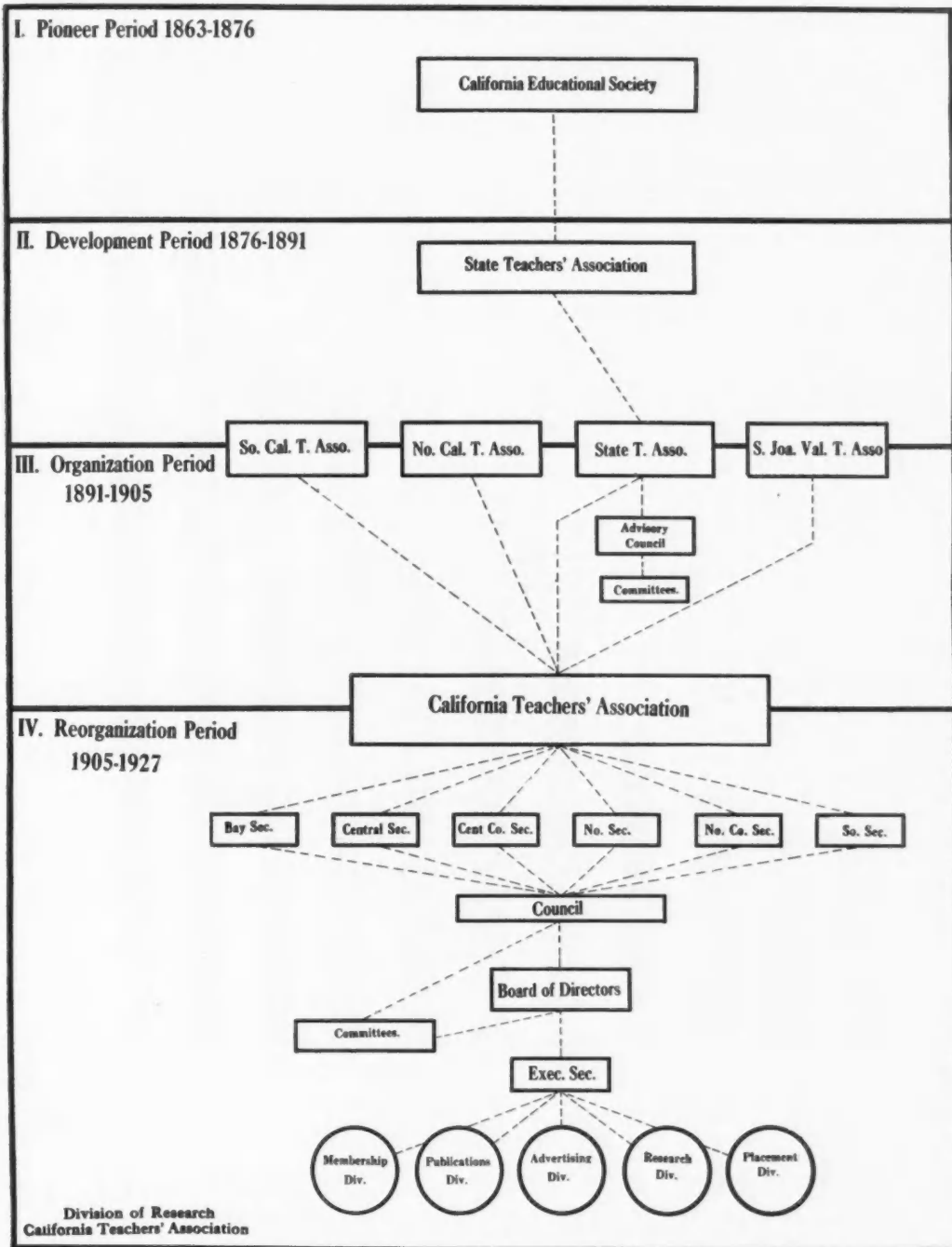
The wisdom of the move has been well demonstrated.

The problems of public education have not all been solved,—and probably never will be. There are still positive tasks to be accomplished and negative forces to be combatted. All of the score or more of the state-wide teachers' organizations are directly interested in these great problems. Were that not true these units would never have come into existence.

*Has the time come for a conference of the representatives of these many associations, to the end that the plans for affiliation, which have already been begun, might be carried to some logical conclusion? It is neither reasonable or desirable to expect teachers to belong to too many teachers' organizations. That is a dissipation of energy and interest.*

## CHART I

The four periods in the growth of the California Teachers' Association.





## THE GROWTH OF THE CALIFORNIA TEACHERS' ASSOCIATION

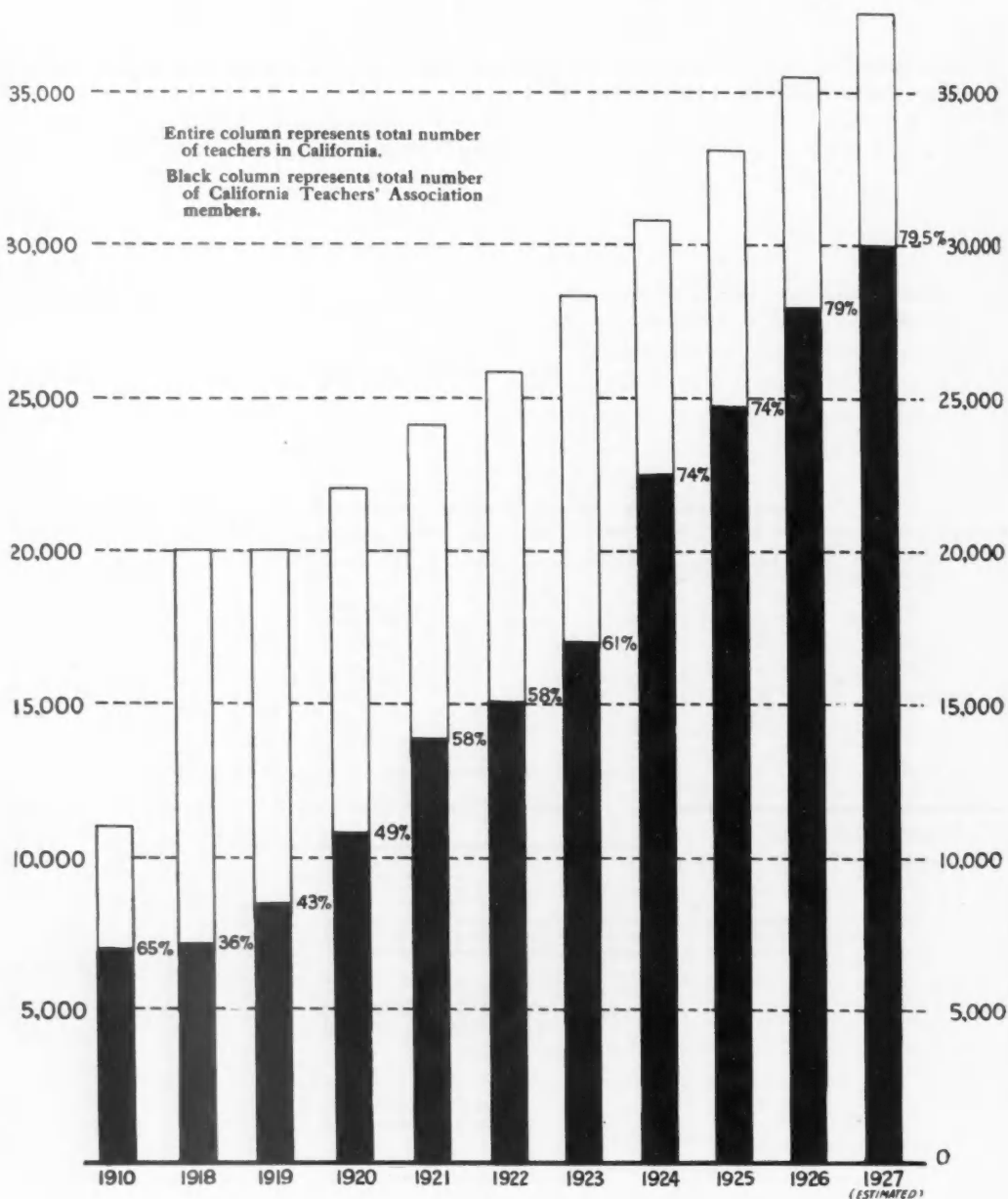
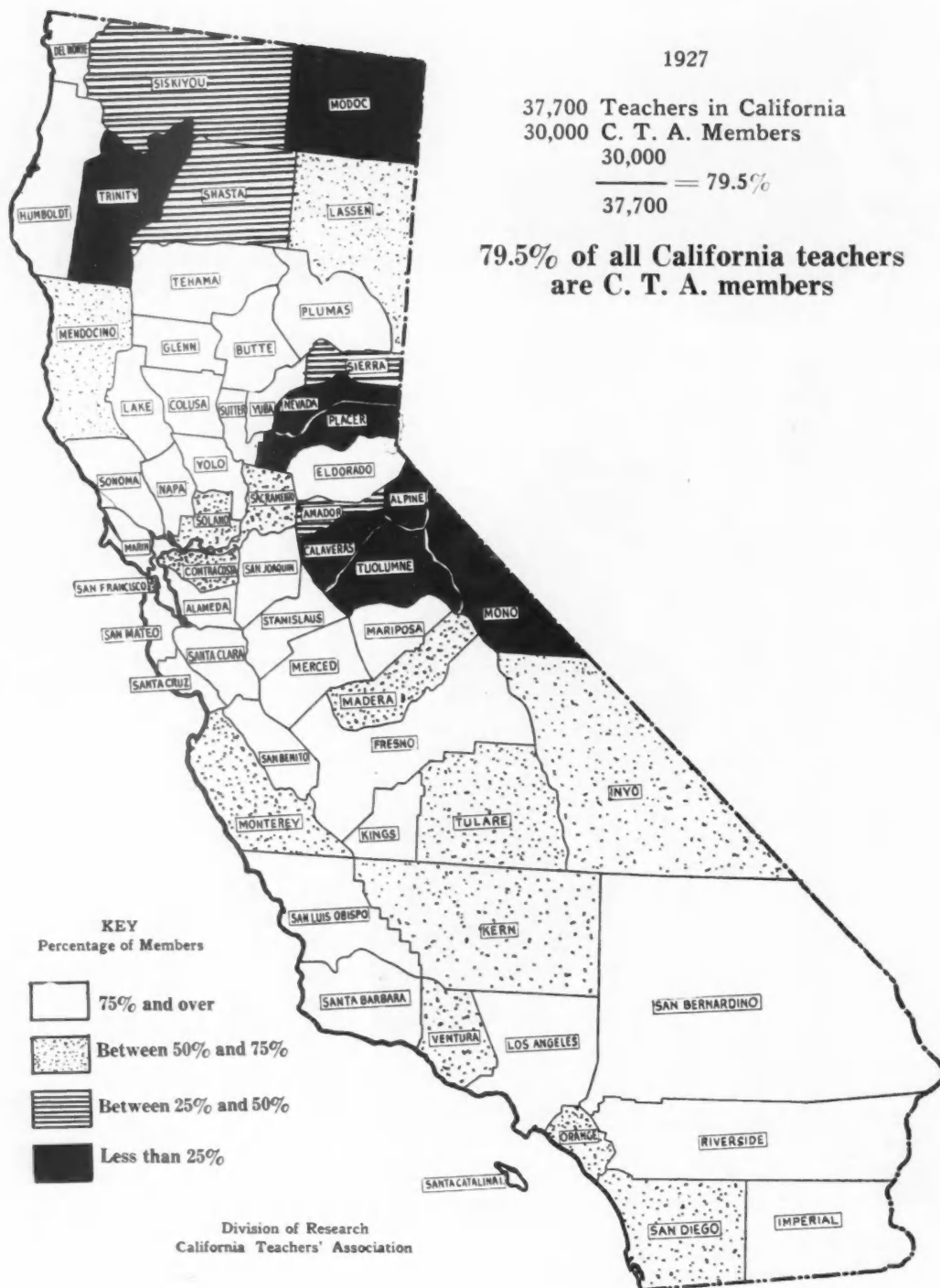


CHART II

A comparison of the total number of teachers of California and the membership of the California Teachers' Association. It will be noted that the membership has increased from 36 per cent of the teachers in 1918 to 79.5 per cent in 1927. This represents an increase of 120 per cent in membership.





# California Educational Research Conference

San Jose State Teachers College, May 13-14, 1927

George C. Jensen, San Francisco



**N**ORTHERN section of the California Educational Research Association met in its sixth annual conference at the San Jose State Teachers College, May 13-14, 1927. A large group was in attendance, representing all parts of the state.

The sessions were in charge of Rudolph D. Lindquist, Assistant Superintendent of Schools, Oakland, and President of the Association for the past year. The general sessions were presided over by Dr. Fred M. Hunter of Oakland; Dr. W. W. Kemp, Dean of School of Education, University of California, substituted for Honorable Will C. Wood; Dr. Dorothy Yates substituted for Superintendent Walter Bachrodt of San Jose; Superintendent Joseph E. Hancock of Santa Clara County, and Dr. James C. DeVoss of San Jose State College.

H. F. Minssen, Acting President of the San Jose Teachers College, welcomed the members of the conference. The special speaker was Dr. Guy M. Whipple, Secretary-Treasurer of the National Society for Study of Education. He delivered instructive lectures: Opportunities for Research in Special Education; Early Training of Some Eminent Men; Transfer of Training in Relation to Methods of Study.

State Senator Herbert C. Jones spoke briefly upon the outstanding features of the state educational Reorganization Bill and the proposed state constitutional amendment providing for an appointed Board of Education and State Superintendent.

The topics covered, during the general sessions, by the other speakers, and the names of the educators who spoke, were as follows:

**A State Plan for Syndicated Research**—Walter Morgan, Assistant State Superintendent of Public Instruction.

**Research**—George C. Jensen, Director of Research, California Teachers' Association.

**The Meaning, Purpose and Organization of Educational Research**—John Guy Fowlkes, Professor of Education, University of Wisconsin.

**Teacher Participation in Curriculum Research**—Richard E. Rutledge, Director of Research, Oakland Public Schools.

**The Use of the Controlled Experiment in Curriculum Construction**—John Guy Fowlkes, Professor of Education, University of Wisconsin.

**Curriculum Research in Secondary Education**—Frank C. Touton, Professor of Education, University of Southern California.

**Data From Habit Clinics for Pre-School Children Over a Period of Two Years**—Jean W. Macfarlane, Associate Professor of Clinical Psychology, University of California.

**Researches in the Education of the Pre-School Child**—Edna W. Bailey, Associate Director of Teacher Training, University of California.

**Training Parents in Methods of Analytical and Synthetic Thinking**—Herbert R. Stolz, Assistant State Superintendent of Public Instruction.

**Reading Researches at Stanford**—Walter R. Miles, Associate Professor, Stanford University.

**Relative Effectiveness of Different Plans of Training in Silent Reading**—Clarence R. Stone, Author "Oral and Silent Reading."

**Some Danger Points in Educational Research With Specific Reference to Recent Observations in the Measurement of Progressive Reading**—Jesse D. Burks, Director of Research, San Francisco Public Schools.

**College and University Grades With Special Reference to Intelligence Tests**—Walter C. Eells, Stanford University.

**A Self Survey of a Suburban School System**—J. Harold Williams, Associate Professor of Education, University of California, Los Angeles.

**Child Study Centers in the East and Middle West**—Dorothy Yates, Associate Professor of Psychology, San Jose State Teachers College.

Three group conferences were held Saturday morning:

**Group I. Research Problems and a State Program**—Conference Leader, Walter Morgan, Assistant Superintendent of Public Instruction.

**Group II. Problems in Curriculum Construction in California Communities**—Conference Leader, H. B. Wilson, Superintendent of Schools, Berkeley, California.

**Group III. Research Problems in the Field of Parent-Child Relations**—Conference Leader, Herbert R. Stolz, M. D., Assistant Superintendent of Public Instruction.

On Saturday evening the annual banquet was held at the St. Claire Hotel. Those attending the conference met with the Scholmasters' Club of Santa Clara County. Dr. John C. Almack of Stanford University presided.

During the evening there were two interesting talks. The first was by Dr. T. L. Kelley of Stanford, who spoke on the marking scale. The second talk was a combination talk and motion picture by Professor Walter R. Miles, also of Stanford. His lecture had to do with a long

(Continued on Page 61)

## The Weather Bureau—An Educational Aid

ERNEST E. EKLUND

*Assistant Meteorologist, Weather Bureau Office, San Francisco*

**J**UST AS prehistoric man with the dawning of intelligence began to notice atmospheric phenomena, so does the child begin to wonder at the phenomena of nature. He wants to know how the water that falls as rain happens to be in the clouds, what makes the wind blow, and why the sky is blue. As he grows up he will continue to notice the weather from day to day, either consciously or unconsciously. No matter what pursuit he may follow in later years, the weather will have an influence on his activities. Every person is affected by the weather directly or indirectly. The weather affects all branches of business and industry and, more personally, one's health and comfort. It is therefore most appropriate that elementary meteorology should be taught in the public schools in order that the student may gain some knowledge of the causes and effects of the weather with which he must come into intimate contact throughout his life.

In all parts of the United States, the practice of teaching elementary meteorology in the public schools is becoming more general. This subject is not ordinarily taught separately, but is incorporated in one of the science courses. With their usual progressiveness, a great number of schools in California are now offering excellent instruction in this subject. Many schools have installed elaborate meteorology equipment whereby the students are enabled to make records of barometric pressure, wind movement, temperature and rainfall. For years the University of California, under the department of geography, has been offering courses in meteorology and climatology. Meteorology has for some years been taught in the physics department at Stanford University. The University of Southern California, the University of Santa Clara, and several colleges in California, also have

courses in this subject. Numerous other institutions such as teacher's colleges, junior colleges and private schools offer instruction in meteorology.

Despite the fact that meteorology is extensively taught, there are many educators who have hazy ideas as to the functions and operations of the United States Weather Bureau. It therefore seems appropriate that some of the more important features of the work of the Weather Bureau in California should be briefly outlined, in order that teachers may know how best to avail themselves of the facilities that the Weather Bureau affords in connection with the teaching of meteorology and its related subject climatology.

For forecasting purposes, the United States is divided into five forecast districts, California being in the district designated as the Far Western States. The forecast center for this district is at San Francisco. After weather reports have been received each morning from the continental United States, and Alaska, from the islands of the Pacific Ocean and from ships offshore, the weather charts are drawn and the forecasts prepared for the far western district.

These forecasts appear on the weather map that is printed each morning except Sundays and holidays. Weather maps are also issued in California by the Weather Bureau offices at Los Angeles, Sacramento and Fresno. Any teacher who desires to receive the weather map for instruction purposes may do so without charge by applying to the nearest office at which a map is issued. Hundreds of schools in California are now receiving these maps. Quite frequently, however, requests are received from pupils, generally living in rural sections, asking that the weather map be mailed



**Dr. Henry Suzzallo, a distinguished California boy who has risen to positions of national and international leadership in educational affairs; a brilliant and fearless schoolman.**



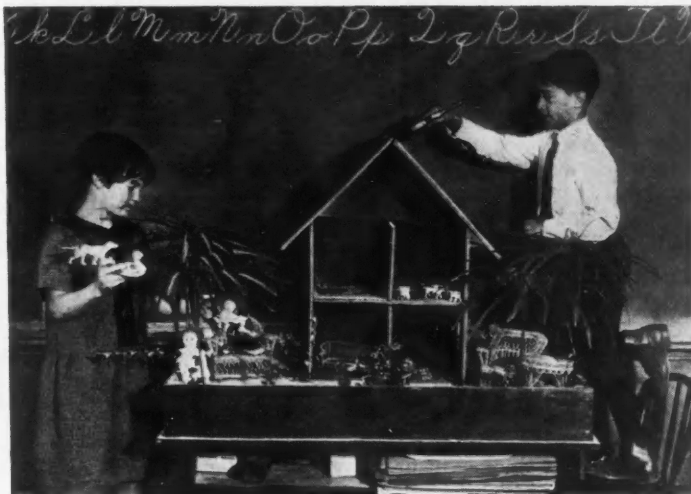
to them individually. Such requests of course cannot be complied with. Teachers who wish the weather map for school use should personally write to the nearest office which issues a map. It is a good plan to have the map addressed to a department head rather than to a teacher by name. This is especially true in the larger city schools where teachers may be and often are transferred. Once each year the mailing list must be corrected. For this purpose a post card is mailed to each recipient of the map. Failure to return the card results in the address being stricken from the list.

In addition to the map-issuing stations mentioned above, the Weather Bureau maintains offices in California at Eureka, Red Bluff, San Jose, San Luis Obispo and San Diego. At each station local records are kept of the various weather elements, and much climatological information is available not only for California but for the entire United States. These records are all accessible to the public for reference and, where the facilities are available, it is possible for teachers to assign to the students subjects for investigation and report. Publications of the Weather Bureau are also on file in many public libraries.

#### Use the Local Office

Quite frequently, however, students write for data that are not available for distribution in printed form and, because of the copying that would be required, it is impossible to comply with their requests. Also in many cases, students write to some distant station for information that could be readily obtained at the Weather Bureau office in their own city. If there is an office within easy access, it is best to visit that office first, and if the official in charge there can not furnish the desired data he will give directions for securing it.

In addition to the first-order stations already mentioned, there are in California more than 300 co-operative stations where records of temperature and rainfall are made. These records are forwarded to the Section Center (which in this case is the San Francisco office) where they are compiled for printing in the monthly



Creative handwork in a progressive California elementary school

and annual Climatological Data. Requests for climatic data for the smaller cities and towns where there are no regular Weather Bureau stations should therefore be addressed to the San Francisco office.

OTHER activities of the Bureau, of which it is well to know, are the fruit-frost service, the fire-weather service and the aerological investigations. The first of these has been in operation for many years and is growing rapidly in value. Briefly stated, this service comprises the detailing of experts to fruit-producing sections during the season when blossoms and young fruit are susceptible to damage by freezing, for the purpose of advising those who are engaged in the practice of orchard heating as to whether it will be necessary to light their heaters. In southern California alone, citrus fruits to the value of millions of dollars have been saved, and much needless "firing" and incidental expense have been avoided as a result of this work.

#### Fire-Weather Service

The fire-weather service consists primarily of issuing forecasts of weather that will be favorable to the inception and spreading of forest, brush and grain fires. It has long been recognized that periods of warm, dry weather make fires easy to start and hard to stop. It is only comparatively recently that recognition has been given to the importance of relative humidity, not only as a factor in starting fires but in their control and suppression. The teachers of California are urged to impress students with

the fact that the fire hazard increases markedly during periods of low humidity.

Aerological investigations by means of pilot balloon ascensions have been conducted at selected stations for many years. The recent growth of commercial aviation has increased the demand for information as to the movements of the air above the surface of the earth. Consequently this work has recently been taken up by a larger number of stations locally along or near the commercial airways. For the purpose of determining the movements of the upper air, a small balloon fitted with hydrogen is liberated and its movements are followed by observation through a theodolite. From the data thus obtained, it is possible to determine the direction and rapidity of movement of the balloon, and hence the wind, at various heights above the surface of the earth.

#### Visit the Weather Bureau

An excellent method of supplementing classroom instruction, and one often employed by teachers, is to take the class once each year to visit the Weather Bureau office where they may have the procedure of that office explained to them. Appointments for classes to visit any office of the Weather Bureau can be easily arranged.

Throughout the United States, the Weather Bureau co-operates with many educational institutions and in some cases all local operations of the Bureau are conducted from a university or college. Through such co-operation, through the daily weather maps mailed to schools and through contact with visiting teachers and classes, a strong bond has developed between the Weather Bureau and the educational agencies of the state and nation.

The foregoing discussion has particular application to conditions in California, but the work of the Weather Bureau, except in minor details, is similar in all parts of the United States. Teachers and school authorities will find that the personnel of the Weather Bureau welcomes the opportunity to be of service whenever possible.

## California Junior Colleges

ACCORDING to the report of State Commissioner of Secondary Schools for the biennial period ending June 30, 1926, there are now 26 junior colleges in California, situated as follows:

#### Junior College Courses of High Schools:

Azusa	Hollister
Bakersfield	Pomona
Brawley	Santa Maria
El Centro	Santa Rosa
Eureka	Salinas
Susanville	Taft—12

#### Junior Colleges in Separate Districts:

Fullerton	Riverside
Modesto	Sacramento
Ontario	San Mateo
Pasadena	Santa Ana—8

#### Junior Colleges with State Teachers Colleges:

Arcata	San Diego
Chico	San Jose
Fresno	Santa Barbara—6

#### Junior Colleges in process of formation:

Marin Union	
San Bernardino-Colton Union—2	Total—28

The number of students in junior colleges and the number of graduates from high schools in California, and the percentages which the former numbers bear to the latter are:

Year	Junior Colleges	High Schools	Pct.
1915-16	1,118	8,882	12.6
1916-17	1,614	9,510	16.9
1917-18	1,717	9,848	17.4
1918-19	1,329	9,429	14.1
1919-20	1,278	11,787	10.8
1920-21	1,495	13,234	11.3
1921-22	2,077	14,429	14.3
1922-23	2,905	16,939	17.9
1923-24	4,009	18,868	21.2
1924-25	5,271	21,924	24.4

In 1923-24, the number of freshmen enrolled in the junior colleges of the state exceeded the number of freshmen enrolled by the University of California at the combined sessions at Berkeley and in Los Angeles.

Plans are already in progress throughout California schools, libraries, parent-teacher associations and other interested groups, for the observance of Children's Book Week, November, 1927. The October issue of Sierra Educational News will be devoted to Children's Reading.

# A New Plan for Teaching of Social Science

F. J. HIGHFILL

*Instructor in Social Science Warren G. Harding High School, Los Angeles*



EW IS THE PLAN for the teaching of social science as it is being tried out in four different classes in the Harding High School. It may prove to be more interesting, more valuable, and certainly more psychological than is the old "bloc" method so generally used throughout American high schools.

In this experiment we begin the teaching of social science in the junior high school with the child's own interests, experiences, and environment. The real major objective throughout the course is "to prepare for useful citizenship." The idea is that of teaching and developing the child regardless of what may or may not be contained in the formal subjects of history, geography, civics, vocations, sociology, and economics. All of these subjects are taught as they relate to the child's local interests, but the whole course of study is built around very definite "units" each of which serves as a "project."

Beginning with grade seven we take as our first project the problem of gathering all the knowledge possible in regard to the "home." Working upon the child's early experiences and his immediate interests we can, by using the home as the center of the problem, teach all the social science matter that is advisable with that unit. Just as we begin with the child's own interests in his own home, we continue to follow his interests outward.

## Vital Units

Our second unit is the "school." The third the church." The fourth the "town"—the child's own home town. The fifth unit is the "city"—the very city within the child's own county. The sixth and last unit within the seventh grade is the "county"—the child's own home county. Within these various units in the seventh grade we have an abundance of material for the teaching of the geography, the history, the civics, the vocations, etc., that have a direct bearing on, and a vital interest in, the child's immediate welfare.

In grade eight there is only one major project or "unit," the child's own "state." What an opportunity to prepare for citizenship in our own state! The history of our own state, the

geography of our own state, the government of our own state, together with the study of the vocations, and the social and economic problems in our own state furnish indispensable training for the best type of citizenship.

Again in grade nine only one major unit furnishes the center of all problems. That unit is our own "nation." Now we are ready for national geography, national history, national government, and national problems.

## A World Viewpoint

Insomuch as we have,—definitely and clearly taught eight different viewpoints,—home-school-church-town-city-county-state-nation,—we are ready in senior high school to work definitely toward a "world" viewpoint. World geography, world problems, world history, with many international problems, all belong in the field of the senior high school, the college and the university but most certainly not in grade seven!

In order to make each project more interesting and more practical grade seven is to be organized into a real city government,—grade eight into a state government, and grade nine into a national government. These honest-to-goodness elections each year, qualified, and campaigns, and the duly elected, qualified, and appointed officers provide for real citizenship training and knowledge.

## Preparation of the Drop-Outs

Then, too, assuming that some pupils will never receive any school training beyond grade seven, grade eight, or grade nine, we can well afford to stop to make a comparison between the preparation for useful citizenship of those who drop out at the close of either year taught under the new plan with the preparation of those who drop out when taught under the old "bloc" method.

From the standpoint of usefulness, and interest, and psychology this new plan or method for the teaching of social science offers possibilities not yet realized under any other method. This new plan will surely pass through the test-tube of time, over the usual and unavoidable reactionary agents, and will find a place in that everchanging something called "the curriculum."

## Agriculture in Monterey County Schools

O. L. ECKMAN,

*Director of Agricultural Instruction,  
Monterey*

**M**ONTEREY COUNTY is one of the few counties in California having a county-wide program of agriculture in the schools. This subject is taught in all rural schools, 61 in number. (A rural school is one having less than 300 in average daily attendance.) The teaching of agriculture is directed from the office of the County Superintendent of Schools, Jas. G. Force, and is carried on with the co-operation of the principals and teachers.

The object is to give the boys and girls a general knowledge of some of the fundamental principles of agriculture. Many of the children will probably never live on the farm, but a knowledge of the basic industry of our country is necessary for all children. If they have a knowledge of agriculture they will be better fitted to help solve some of the serious problems of production which confront our nation. The detailed study of the various branches of this subject is left to the high school and college.

Many persons have the opinion that anybody can farm successfully regardless of special training. The fallacy of this reasoning is brought out in the lessons and the children are shown that training is just as necessary for this occupation as for any other. The advantages of life in the country are also emphasized.

Once a week a lesson is prepared on some agricultural subject, mimeographed copies of which are sent to the principals and teachers for all seventh and eighth grade pupils. The course begins with a brief history of agriculture followed by lessons on the soil and plant and animal life and continues with some of the principal practices in the various lines of agricultural endeavor.

### Business Principles Needed

Stress is also laid on the need of business principles in farming and the great value of co-operation. From time to time, the director visits each school. On such visits he takes something of special interest to the school, something that will impress the thoughts of the written lesson, such as for example, the Babcock Tester, and the testing of milk is then carried out with the aid of the children.

At other times moving pictures are shown on various phases of agriculture, such as the poultry industry, or it may be on tropical agri-

culture, such as the production of sugar. These tangible means of taking a lesson to the pupils seem to be much appreciated and they undoubtedly help greatly by leaving a permanent impression on the child's mind.

Although it is not required in the curriculum, many boys and girls in Monterey County are taking part in the Boys and Girls' Agricultural Club movement. In 1925 there were 200 members enrolled; in 1926, 300 were enrolled. This work admirably supplements the classroom work. As there are various lines open to the children such as pig raising, chick raising, garden work and a number of others, it gives the boy or girl an opportunity to take up such practical work in which he is especially interested.

It seems to us that with the advantages of the early training in agriculture in the school room and the practical training gained from the club work, our boys and girls are preparing to meet the problems and duties of rural and national life that will confront them as adults in a few short years.

\* \* \*

### Child Study and Parent Education

**C**ALIFORNIA STATE DEPARTMENT OF EDUCATION is successfully carrying forward a great state-wide program in the formation of adult groups for child study and parent education. It aims:

1. To present to parents in non-technical language the opinions of recognized experts in the field of child study.
2. To afford parents the opportunity for directed practice in the analysis of the common problems connected with child development and child behavior to afford opportunity for directed practice in the application of generalized information to concrete situations.
3. To afford parents the opportunity for the direct observation of young children in a child study laboratory.

In forming these study groups it is the policy of the State Department to seek the co-operation of already existing organizations whose membership and aims indicate that they will be interested in this branch of adult education. For successful group study of problems of parenthood it is essential that there be a frank exchange of experiences and opinions among the members of the group. This is most likely to occur among those who are already engaged in a common undertaking. For this reason such organizations as the California Congress of Mothers and Parent-Teacher Associations, Federated Women's Clubs, American Association of University Women, are asked to aid in initiating the organization of study groups.



## Seventh and Eighth Grade Organization

WILL E. WILEY, *District Superintendent of Schools, Lodi, California*

**W**HEN considering a problem connected with the organization of a school, one of the first questions that comes to mind is "What are other schools doing?" Often the answers are surprisingly diverse and give but little help in the solution of the problem. There is generally a central tendency, however, that can be discovered. This central tendency usually points the way in which progress should be made.

A suggestion to the trustees concerning the re-organization of the seventh and eighth grades in Lodi led to the question "What are the schools doing?" In order to answer the question we sent questionnaires to over a hundred California schools.

### Departmental Plan

The first question concerned the departmental organization. Seventy-three schools replied; 60 were organized on the departmental plan. The remaining 13 schools had the old classroom organization. An interesting fact brought to light is that some of these schools after trying the departmental plan had later discarded it. One superintendent wrote, "Tried it (the departmental plan) for several years but did not think it the proper thing." Another stated, "We had a well-organized departmental plan; spent much time and expense in working it out but eventually reverted to our present plan." However, these schools are in the minority. For the most part they are smaller schools. Only one school reporting this type of organization, had more than 250 pupils in the seventh and eighth grades.

### Teachers' Free Time

The next question dealt with the amount of free time per week that was allowed each teacher. Until recently every seventh and eighth grade teacher taught from 9 a. m. to 4 p. m. without a thought of free time. It is not surprising, therefore, to find that 15 schools report that no free time is allowed the teachers in their schools. On the other hand, 56 schools report varying amounts of free time. Figure 1 shows that there is very little uniformity in the amount of time allowed.

It is of interest to note that the median school that allows no free time to the teachers has 175 pupils in the seventh and eighth grades, while the median school that allows 300 min-

utes per week has 550 pupils in the seventh and eighth grades. Most of the schools in the latter class are junior high schools. The returns would indicate that the junior high schools as a group, provide more free time for teachers than departmental schools or than do schools organized with a teacher for each class.

In nearly every case where free time was reported, the statement was made that the time was for preparation of lessons or for the grading of papers. *It would seem entirely possible, therefore, that the superior work claimed for the junior high school might be due in part to better teacher preparation as a result of lighter teaching burdens.*

### Duties of Principals

The next questions dealt with the duties of the seventh and eighth grade principals. The replies would indicate that the position of principal is still in a state of transition. His duties vary greatly from school to school. Forty-one were reported as teaching part-time if not full-time. The median school in which the principal teaches, has 200 pupils in the two upper grades. Figure 2 shows the varying amounts of time given to teaching in the schools reporting.

In 20 schools the principal is not expected to supervise the instruction in his building. His duties are wholly disciplinary and administrative outside his own class room. The large amount of time devoted to teaching would almost make this necessary.

Even where adequate time is allowed for supervision, several superintendents express themselves as being dissatisfied with the results obtained. In other words, it does not always follow that supervision is well done because time has been allowed the principal for such work. In answer to the question, "Do you expect principals to supervise the regular teachers?" one superintendent replied, "Yes, but he doesn't do much." Another states, "Yes, but many of them do poor work." The feeling is quite strong with many superintendents that supervision is a part of the principal's job. One reports, "Absolutely. Why not? That is what they are for." Another says, "Certainly. Otherwise of what use are they?"

In 25 of the schools reporting, the principal gives full time to supervision and administration. It is interesting to note that no principal



## Free Time Per Week Allowed Teachers in 71 Schools

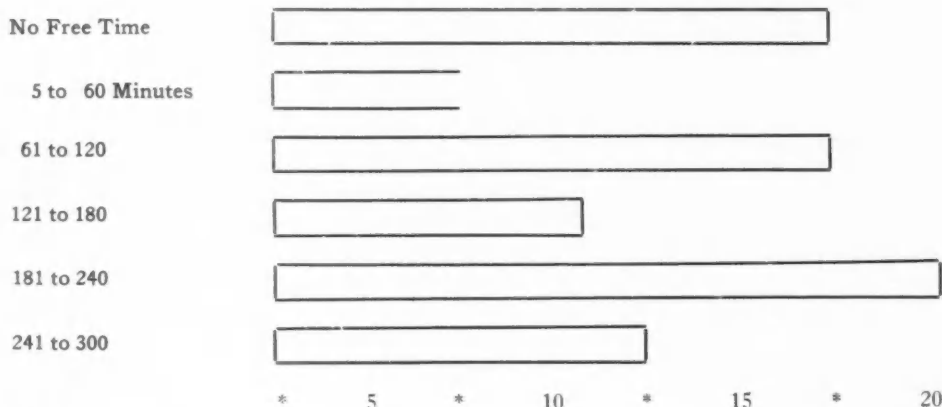


Fig. 1

with more than 350 pupils was required to teach.

## Conclusions

On the whole this study would indicate the presence of certain tendencies in regard to the organization and administration of the seventh and eighth grades within the schools of the state.

1. More free time is being given the classroom teacher. The average amount given is in the

neighborhood of 150 minutes per week, or five 30-minute periods.

2. The movement from classroom to departmental and from departmental to junior high school organization is very clearly taking place.

3. The principal is being given more and more administrative work. Supervision is being added to his other duties. Slowly he is being freed from his teaching burden.

Those charged with the organization of schools should keep these tendencies in mind when working on their local problems.

## Duties of 66 Principals

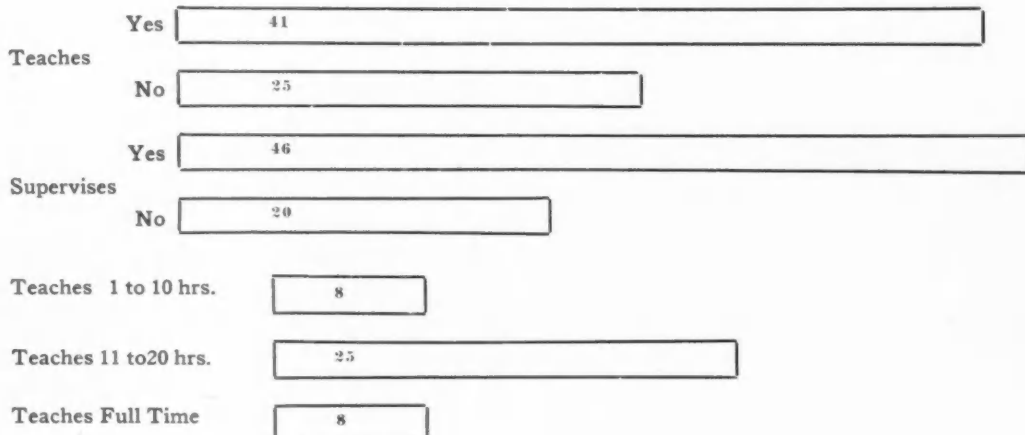


Fig. 2

## A Sand-Table Project

Mrs. Kate C. Orr, teacher in one of the ungraded rooms in an elementary school, Pomona, California, recently conducted an interesting sand-table project. This miniature dairy received such favorable comment, states Guy V. Whaley, Superintendent of Pomona Schools, that it was exhibited at the Los Angeles Fair and is now given a place of honor in the Pomona School Museum.



**DAIRY** is a good project for nature—study or geography. It can be carried out in the third grade, and is good to the sixth inclusive. The tools needed are a hammer, scroll saw, small saw, and a jack knife.

The materials are cigar and chalk boxes, a few narrow pieces of wood, brads, small nails, screen wire, thumb-tacks, push-pins, paper-clips, and a few other small articles, combined with a great deal of patience, perseverance and enthusiasm.

The dairy I have in mind was made by a third grade, in the order in which I shall present it.

In reading, one day, a **silo** was mentioned. After talking about it, one boy, poor in his other work, volunteered to make one. In a few days he brought to school a silo that was admired by all. It was made of pieces of wood about twelve inches long, and one-half inch wide. It had a circular base six inches in diameter which was cut with a scroll saw. The narrow pieces of wood fitted around the base, were held in place by wire. The tin sloping roof, the three little leather-hinged doors, and its built-on ladder, made quite an attractive and useful building.

The children were so interested by this time that a **ranch-house** was planned. A chalk-box turned on end, with a division which formed an upstairs, had a roof with wide eaves. Doors and windows were cut out. An outside stairway, cut from one piece of wood with its (split lead-pencil) railing was quite an addition. A front porch and a coat of white paint with brown trimmings finished the house.

A **chicken-house** was next built. The chalk-box came into its own

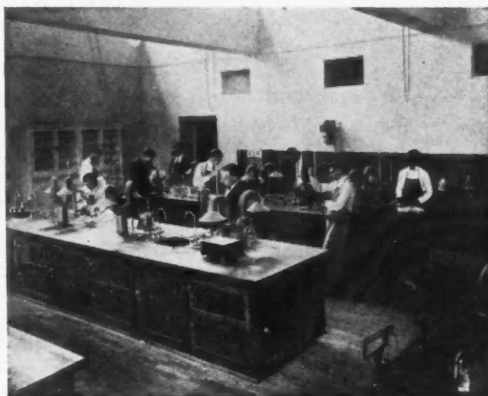
again. This time it was turned on its side and a partition put in to make two compartments. A roof, slanting back-wards, and roosts for chickens, made a nice house for "Biddy," especially after it was enclosed by a fence made of window screen two inches high, with a nice little gate. A few small coops, a nest with white beans for eggs, and a little trough made it seem more real.

A **cow-shed**, made of cigar-boxes, with roof slanting one way and stanchions made with sticks, was enclosed by a two-board fence. A pig-pen with its shed, four posts, and a roof, joined the group of buildings.

**IT WAS** time now to stock the pens and sheds. This was done by drawing **animals** on cardboard and filling out on both sides of cardboard with a salt and flour dough, using two parts of flour to one of salt. Part of the animals were made of plaster-of-Paris. While soft, a tooth-pick was stuck in each leg to make them stand in the sand. Some cows were made with large feet so they would stand in the stanchions. When dry they were painted with ink or water-color. The ranch had Holstein cattle and White Leghorn chickens, with the family goat, pigs, and horses.

The stock must have **water**, so the windmill and tank came next. The windmill was made of tin. It turned in a spool and on its own frame. It filled the tank (a half-pound coffee tin) which on its own frame was about twelve inches high. The tank had a pipe (rubber tube) leading from it to the house, and fields. (Real alfalfa and corn were growing).

A **laundry** was needed to take care of the washing so half of a chalk-box with its peaked roof, windows, and doors, appeared just back of the house.



*A California Junior College Science Laboratory*

It was fully equipped with tubs and boards. A revolving clothes-line (three pieces of wood crossed six inches long with wire attached and nailed to a post) turning on a nail accommodated the family washing; the washing was pinned on the line with miniature clothes-pins.

No well-regulated dairy does the milking outside, so a visit was made to a nice clean dairy and the **milking-house** inspected. Result: The milking-house was built. A tobacco-box, 7½ inches wide by 12 inches long and 2½ inches deep, formed the floor and sides of the house. A passage-way went through the middle of the house lengthwise. This was used to haul the ensilage to the cattle by means of a small hand-cart. On either side of the passage were little troughs ½ inch wide, with stanchions made of hairpins. Just back of the cattle on either side was a hose to wash the cows before milking. The sides above the box were open for ventilation, but there was a nice peaked roof over all. A basin (water-color fruit-box) for the men to wash was near, and milk buckets (thimbles) and scale (made of small coils of wire) were handy.

The milk must be cooled, so there was another trip to a dairy to see how it was done.

One-half of a chalk-box, with wire screen about halfway up, and screen-door, with a small opening near the bottom to make good ventilation, was placed near the house. The **cooling-plant** was made by wiring three paper-clips together sidewise, with a small pan above. A tiny hose was attached to each end. This was to run the cold water through the pipes to cool the milk as it poured over them. A plat-



*The Sage Grouse, a distinctive bird of the West. National Association of Audubon Societies, 1974 Broadway, New York City.*

form scale was in the corner (made of two pieces of wood). Cans (glass push-pins) received the milk.

**A TWO-STORY barn** with sheds on either side (cigar-boxes) had a small pulley (the nuts from dry-cell from radio) attached near the roof which pulled up the bales of hay by means of a hook (fish-hook). A hay-wagon sat under the pulley ready to unload.

A double **garage** for truck and the family run-about was near the house. A **shed** (cigar-box) for the milk-wagons, and a **granary** completed the buildings. The **milk-wagons** were carved out of one piece of wood, and ran on toy wheels (film spools). Glass push-pins were cans of milk. **Men**

were made from wire hairpins, bead heads and dressed in white.

**Cement** walks were laid and the foundations for houses were made by using one part cement to three of sand, mixed well with water and kept wet for several days. A **pergola** with hand-carved dining-set added to the farm.

A **fence** separated house and orchard. A **mail-box** and **electric lights** for the house and farm (burned-out search-light) helped to make things convenient.

The buildings, with the exception of the milking-house and cooler, were painted brown. The house was white with brown trimmings. The cooler and milking-house were all white. **Real lawn** irrigated by a small hose attached to one inch high faucets was seen. A **duck-pond** (glass with cement sides) was in the backyard. A bird-house had its place also. **Cement stand-pipes** in the alfalfa field gave the finishing touch.

### A HISTORY OF EDUCATIONAL ORGANIZATION IN CALIFORNIA

A valuable and interesting monograph, by the late Dr. Richard Gauze Boone, Associate Editor Sierra Educational News and Professor of Education, University of California. The inspiring story of professional development in a great State. Bound in boards, stamped, royal blue buckram, 115 pages, frontispiece portrait, \$1.25 per copy; 3 copies \$3.50. Order from California Teachers' Association, Phelan Building, San Francisco, California.

## A Study in Reclamation

Miss M. B., Fresno Public Schools  
Fresno, California

**I**N A MOST humble Middle Western cabin our story begins. Mere bread and butter and the cheapest of clothing were all that could be eked out of the meager savings laid up before the father's illness and the beginning of their nomadic life.

Stories of the wonders of the West and of the life-giving air of California had reached them. Plans were laid for the immediate migration to that land. From auto camp to auto camp traveled the three,—a father too ill to be interested, a mother bearing all the burdens, and a boy just in his teens.

Finally the glories of the San Joaquin Valley reached their ears. That was to be the destination. Choosing one of the larger towns the little family sought shelter from the autumn rains in the accustomed auto camp. Mother found work. The boy found a school.

### A New Community

Go with him to his school and share those first impressions in his new "community." A pleasant, well-lighted room, heat if needed, children neat and clean, boys who were polite and who had plenty to eat. What was it all about? What did it all mean?

Had he never been taught the use of a comb?  
Did he know the transformation that soap and water could make?

Did he have only one suit of clothing?

Was he ill or actually hungry?

Had he always traveled about in this manner and thus received none of the fundamentals?

Hadn't he been told any of the simple rules of manners?

These were a few of the questions puzzling his instructors.

But to resume our story,—Eric's father slipped away from his suffering. Days and weeks passed and our boy was beginning to perceive that he was different from the other boys. Was it because he was fatherless or was it because he was poor? He couldn't quite decide. However, he was startled frequently by the members of his class as they met

in their club. One day they spent a period discussing the importance of cleanliness. Did it really matter so much? From then on Eric too would do a little "fixin' up."

Those boys and girls had said that their food helped mightily in their health and studies. They had put on a Health Campaign. Eric couldn't "play" because mother failed to buy fresh vegetables, fruit, or milk. Nevertheless a happy day came when he could join with the others. The principal said, "Eric, do you want to work in the school cafeteria and get a warm lunch?" Really, thought Eric, this world is a fine place after all!

Mother returned to the Middle West. Our boy was left to work his way. This meant no more after-school help in catching up on lost lessons! The guardian objected. Books were carried home daily so that Eric might be promoted to a class where there were boys of his own age.

One by one those troublesome questions were being answered. Our boy had found a place in "his community."

\* \* \*

### Los Angeles School Journal

**L**OS ANGELES SCHOOL JOURNAL is published weekly by the Principals' Club, High School Teachers' Association, and High School Principals' Association, of Los Angeles City. It offers each week a wide range of short and thought-provoking articles. An official department of the City School Superintendents' Office, is also featured. The **Editor** is Adele Humphrey; **Associate Editors** Katherine C. Carr, and Ida Christine Iversen; **Ex-officio** are B. W. Reed, Vice-President of High School Principals' Association; M. E. Peterson, President Principals' Club; Lloy Galpin, President High School Teachers' Association; **Treasurer and Business Manager**, Irving Raybold, Virginia Rd. School; **Advertising Manager**, Glen W. Henry, Hollywood High School.



DR. ALBERT E. WINSHIP  
*Veteran educational journalist, who recently completed his sixty-sixth trans-continental trip to California and other Pacific Coast states*

## Gonzales High School

B. M. CARNER, *Principal*

**G**ONZALES Union High School serves a rural community in the prosperous Salinas Valley in Monterey county, and was organized in 1908. The district has an assessed valuation of 5½ million dollars and is composed of 14 elementary school districts. These districts have been formed into union grammar school districts. At present there are but five grammar schools within the high school district.

This high school has enjoyed several unique features, some of which began with its organization. The first sessions of the school were held in the old Gonzales Grammar School. The High School Board of Trustees adopted a plan of development during the first year of the school's existence; succeeding boards of trustees have carried out the plan.

The school district is not bonded. By a direct tax two bungalows were built as the first unit of the school. As the school grew, new bungalows were added in accordance with the general plan. At one time it was impossible for the school to keep abreast of the rapid development, so two temporary buildings, mostly cloth, were built. At present there are eight bungalows; attractive in appearance and 24x40 feet in size. All of them are similar in appearance; each houses a department.

Back of the group of smaller buildings and facing the court made by them is the one large building—a combination auditorium and gymnasium. This unit has a seating capacity of 1000 for general assembly purposes. When used for athletic purposes 500 may be seated. The boys' and girls' showers and dressing-rooms are in this building. A large stage is also provided. In the projection room are two commercial-sized moving-picture machines. The central heating-plant is housed also in this building. All steam pipes and electric lines are underground.

The school has its own gas plant, sufficient in size to supply gas of high quality

(Continued on Page 64)

## A Modern School

MRS. AGNES WEBER MEADE  
*Yuba County Superintendent of Schools*  
*Marysville, California*

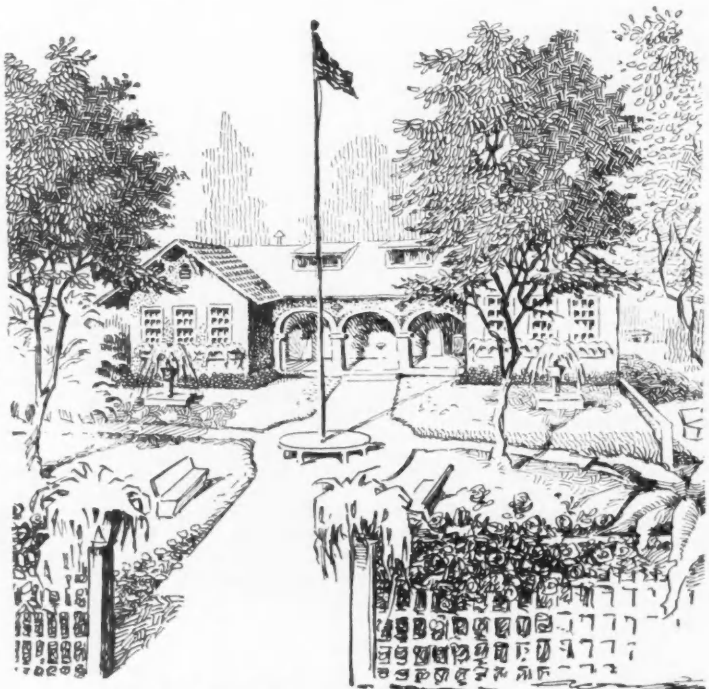
**S**OUTH Feather River Union School is situated on a paved highway, five miles north of Marysville, and is one of two modern schools in the rich agricultural community of District Ten. Two standard classrooms, separated by folding doors, may be united for assembly.

The building is equipped with electric lighting—water system, and modern lavatories, connected with a septic tank. A convention kitchen, with an electric stove for hot lunches, is a commendable feature.

A piano and phonograph, basketball court and other playground apparatus has been provided. The two acres of ground surrounding the school is being improved by planting trees.

The P.-T. A. and Farm Center are two helpful organizations in the community. They provide extras for the schools and plan community projects. Many social gatherings take place in the school building.

The boys have an agricultural and the girls a sewing club, in connection with the Marysville Union High and the Farm Center.



South Feather River Union School, District 10,  
Yuba County, California



# Visual Education Association Convention

ERCEL C. McATEER

*Assistant Director, Visual Education Department, Los Angeles City Schools*



THIS is a doubly appropriate coincidence that the annual convention of the California Visual Education Association, Southern Section, was held in Balboa Park, which itself is located in San Diego, California. Balboa signifies to the general mind, the tireless eagerness of a searcher for the undiscovered, the new. This was the spirit which marked the convention throughout. San Diego is the spot where the first mission in California was located. One of the desires of the Mission Fathers was to bring to a higher level the understanding of the early Spanish settlers. So at this occasion, there was manifest the desire to foster among educators, producers, and exhibitors, a more comprehensive and tolerant attitude toward the work of the Association.

The indisputable proof of a high interest in the convention is shown by the attendance of 85 delegates representing Los Angeles City and County, Long Beach, Pasadena, San Diego, Pomona, Fullerton, Huntington Park, Anaheim, Whittier, Huntington Beach, Inglewood, Burbank, Santa Ana, Grossmont, National City, Berkeley, Dulzura, San Ysidro, Miramar, Chula Vista, Coronado, La Jolla, and Point Loma.

**Wesley Bradfield**, of the San Diego Museum, presided over one section and presented an interesting study of primitive art entitled "The Use of Pueblo Indian Pottery Designs in Teaching Pure Design." Dr. Bradfield has evolved a key method whereby it is possible to trace the Indian culture by means of designs found on reassembled bits of ancient Indian pottery.

**Clinton G. Abbott**, Director of the San Diego Natural History Museum, conducted the same section on a tour through the Museum and spoke convincingly on "Bringing the Outdoors Indoors."

"Taking the Natural History Museum to the Rural Schools," an exhibition of specimens explaining the lecture was the subject given to a second group by **William S. Wright**, San Diego County Supervisor of Nature Study.

An illustrated class lecture, "Desert People," was given another group by **Edgar L. Hewett**, Director of School of American Research. Dr. Hewett's lecture was interestingly illustrated by many pictures.

A general meeting of all the delegates was held in the Roosevelt Junior High School. It was addressed by **Edward Mayer**, Department of Visual Instruction, University of California, Berkeley. Mr. Mayer's subject was "The Place of Visual Instruction in California Schools."

Classroom demonstrations were given by teachers in the San Diego City Schools.

**Kindergarten and First Grade Teachers**—"Our Pets." Motion-picture film and projects which grew out of picture study. "Mother Goose's Party." Still-film and reading and language projects.

**Second Grade Teachers**—"Baby Animals of the Zoo." Still-film, original stories and projects of pupils.

**Third Grade Teachers**—"Hilda of Holland." Still-film and victrola records and folk-dances, showing correlation of music appreciation with picture study. Also demonstration of new "Talking Movies."

**Fourth Grade Teachers**—"Heidi of the Alps." Still-films, lantern slides, stereoscopic views, dolls and projects of pupils.

**Fifth Grade Teachers**—"National Parks." Colored postcards reflected in opaque daylight machine. "Safety First Lesson." Original drawings of pupils reflected in opaque machine.

**Sixth Grade Teachers and Junior High Literature**—"Robin Hood." Still-films, original language work and projects of castles, cathedrals, etc.

The Saturday morning session was addressed by **H. S. Upjohn**, Director of Visual Education, Los Angeles County Schools. He dwelt particularly upon the practical aspect of the general program. He said, in part: "There is a serious tendency for teachers to use too many pictures at once. This gives multiplicity of impressions. There should be a definite impression. Show six or seven slides or still-film scenes in silence. Then turn on lights and talk about them. Show them again. By this time the picture begins to take on meaning to the child. The eye is able to see only that which the mind is able to comprehend. The means of impressions of the eye are far in excess to those of the ear." Mr. Upjohn concluded with a plea for legislation whereby school systems might acquire funds from tax levy to perpetuate the work.

At a business meeting the constitution of the Association was redrafted and perfected. Sub-

(Continued on Page 56)



# EDUCATIONAL LITERATURE



## New Grass

RUDOLF G. RUSTE, *Ripon, California*

**T**HE grass is very, very young  
And very, very tender;  
It reaches up its trembling blades,  
Soft, luscious-green, and slender.

The wind is very, very old  
And very, very cynical;  
It sees the spring's new coat of green  
And thinks it very finical.

It sneers and snarls among the grass:  
"You think you'll dress the world up?  
First thing you know and you'll be done—  
Old, brown, diseased, and curled up."

The eager grass is not dismayed  
At what the rude wind tells it,  
But laughs and grows and plays its part  
As its young soul impels it.

\* \* \*

## Keeping Children Well

**H**EALTH Conservation in Oakland Public Schools is succinctly and interestingly outlined in a recent issue of the Oakland Superintendents' Bulletin, by Elizabeth P. Whitmarsh, Director of Health Education.

"Health supervision in Oakland," she states, "May be divided into four activities: First: Sanitary regulation of the school buildings and grounds. Second: Control of communicable diseases. Third: The examination, correction and prevention of physical defects. Fourth: Health education or teaching fundamentals for healthful living. This work is carried on by two groups: The teaching group, principals and teachers; the medical inspector group, including physicians, dentists, and nurses."

The main goals in the elementary school program are: 1. That the goal be—healthy children and citizens who have early learned the lessons of the "joy of doing" and the "joy of living." 2. That activities be provided in the classrooms emphasizing the problems of: a. Posture and fresh air. b. Cleanliness. c. Control of communicable diseases. d. Rest and sleep.

e. Clothing and shoes. f. Teeth, throat, eyes, ears, nose. g. Food nutrition—take milk. h. Exercise.

\* \* \*

## A Woman in Exile

**O**UR REDWOODS are the biggest thing we have," declares one of the characters in Horace Annesley Vachell's latest novel, "**A Woman in Exile**," published by the Frederick A. Stokes Company, New York City, and in line with the work of the "Save the Redwoods League."

This story centers around Lucy d'Aguilar who, by marrying the wealthy American "Chet" Cowlard and leaving her beloved England to make a home for her husband in enterprising California, becomes a "woman in exile." The author, who formerly lived in California, has allowed both of Lucy's children to grow up with mixed feelings of loyalty to England and to America—but at the end to go back eagerly to California and all that it stands for. The book abounds in interesting word-pictures of California, of people, and of conditions. The novel is written in a clear, flowing style.

\* \* \*

**AMERICA'S ROOTS IN THE PAST**—By *Daniel J. Beeby and Dorothea Beeby*. 432 p. Many illustrations and maps. The Chas. E. Merrill Company. 1927.

This is the third volume in the community-life history series; a series which is coming into wide usage. Beeby is principal of the Oglesby Public School, Chicago, and is the author of the earlier volumes. "How the World Grows Smaller," the initial volume of the series, was designed for the reading level of grade four. "Community-Life Today and in Colonial Times," also by Beeby, was planned for the reading level of grade five. The present well-edited volume is for grade six. The modern viewpoint and wide range of the book is illustrated by the fact that the first picture shows a three-horned dinosaur, and the concluding chapter deals with colonial industries. Mid-way are the Roman Baths.

Each chapter closes with topics for discussion and suggestions for reading for the pupils and for the teacher. The series is excellent.

### Shall I Go To High School

**A**N ADMIRABLE booklet entitled, "Shall I Go to High School" has been issued by Lawrence E. Chenoweth, Kern County Superintendent of Schools, Bakersfield, California, as a part of the three steps taken this year in the vocational and guidance work being done with the eighth grade pupils in all schools outside of the city of Bakersfield. The booklet is well-planned to accomplish its aim, that of a closer articulation between the elementary and secondary schools. Particularly does it aim to help boys and girls to find themselves in high school and to reduce therein the number of failures.

The three steps taken in Kern County this year, according to Mr. Chenoweth's statement are:

First. A testing program together with a complete questionnaire for prospective Freshmen and trait rating together with the completion of a Vocational Guidance card, all information to be filed when the pupil enters high school.

#### Visiting Day for Pupils

Second. A visiting day at each high school where the eighth grade pupils come from the elementary school to the high school on a particular day and after listening to an assembly program intended to show them what may be accomplished in music and drama, go in different groups to the various classes and observe the work being done, the groups being divided according to the course that the individual would care to take in high school. A lunch under the direction of a high school club, and some portion of the afternoon devoted to inspection of the athletic work completes the day.

Third. The booklet "Shall I Go to High School," together with a personal letter encouraging the pupil to enter high school and suggesting the various courses which may be taken.

\* \* \*

### Fourteen Is Too Early

**S**OME psychological aspects of school-leaving and child labor are forcefully and effectively presented by Raymond G. Fuller of the Department of Research, National Child Labor Committee, 215 Fourth Avenue, New York City, in a recent bulletin.

This very readable and interesting forty-page pamphlet is worthy of careful study by every worker in the schools and by all who have at heart the perpetuation of the best American ideals. The commercial exploitation of children

by greedy and ignorant mercenaries is a black and shameful blot on American life.

Under the cunning guises of alleged "economic necessity" and supposititious "mental inferiority," the wide-spread predatory and nefarious interests that exploit childhood, would curtail educational opportunity and would stultify youth.

The battle for the Rights of Childhood against human greed is unceasing. There are powerful interests that would wipe out the entire American public high school system, if they dared. The National Child Labor Committee, through its Department of Research, has produced a valuable and authoritative document. Every California school-teacher should co-operate in the battle against illiteracy and exploitation.

\* \* \*

**T**RAINING for Life Problems," is the theme of an excellent article by O. H. Close, Superintendent of the Preston School of Industry at Ione, California, and published in a recent issue of "The Island Lantern." Mr. Close points out that although the youths received by an institution dealing with the ages sent to the Preston School of Industry, have frequently become seriously delinquent, they are yet in the adolescent period. They are usually responsive, if the right method of approach is found. They respond to new ideas, and if new interests are aroused, enter into the new fields of activity with vigor and enthusiasm.

\* \* \*

**C**LAREMONT Colleges, an Unfolding Story, is the title of an interesting bulletin relating to the recent noteworthy development of Pomona College, Scripps College and the Claremont Colleges generally. California, through that college and the groups associated with that college, is making as progressive and farsighted a contribution to the creative evolution of higher education as is any other place in the world.

\* \* \*

**U**NITED STATES WEATHER BUREAU issues a number of publications of interest to school teachers and pupils. Much of this material is of particular service in the teaching of nature study, elementary agriculture, geography and related themes. "The Weather Bureau" is the title of a 44-page illustrated booklet, describing the activities and services of the Bureau. Cloud charts, weather maps, climatic charts and other bulletins may be obtained by writing to B. L. Larcomb, Chief of the Printing Division, Weather Bureau, Washington, D. C.

### Before School Opens

**E**VERY teacher has experienced annoying delays in the delivery of supplies, equipment, supplementary reading materials, and other aids, at the opening of school in the fall. Teachers can help this situation greatly by sending their orders before the close of school, and giving the date on which they wish the goods to be delivered. The billing date is the same as the shipping date.

In this way the bill does not call for payment until after school opens. The materials are on hand when needed, and much confusion is avoided. Over-time work and extra help at the factory end cannot readily meet the demands made by rush orders. Co-operation by early ordering, means efficiency and satisfaction.

\* \* \*

### California Music Books

**S**HERMAN, Clay & Co., an old-established music firm of San Francisco, has published four music books for children, that have quickly won wide recognition and use. "**Merry Time Songs for Children**," by Charles H. McCurrie, includes twelve delightful songs, with illustrations by Albertine Randall Wheelan.

"**Rhythmic Songs and Games for Children**" is a large 40-page book. Words and music by Abbie Gorrish-Jones; adaptations and descriptions by Olive B. Wilson-Dorrett. These songs and games originated in the Demonstration Play School of the University of California.

"**Rhythmic Stunts and Rhythmic Games**," by the same authors, is a companion volume of 35 pages.

Third in this series is "**Rhythmic Dances and Dramatic Games**," by the same authors. This latter material is also valuable for piano solos. The rhythms were written for grammar school children and comprise 39 pages. McCurrie's song book is priced at \$1.00. The Jones-Dorrett Series are \$1.25 per volume. These are all high-grade musical materials, and adapted for the best modern school use.

\* \* \*

### Newlon and Caldwell

**T**HE Lincoln School of Teachers College, Columbia University, has done some most remarkable work in the past few years. Dr. Otis W. Caldwell has made a distinct contribution as director of the Lincoln School. Dr. Caldwell, who has also been conducting the School of Experimentation at Lincoln School, has been appointed director of the Division of School Experimentation and is suc-

ceeded as director of the Lincoln School by Superintendent Jesse H. Newlon of Denver.

Dr. Newlon has brought the schools of Denver to the very front rank. One of the notable features of his work has been that of curriculum revision. He is a graduate of Teachers College, Columbia, and holds honors from that institution. He is past president of the National Education Association. The choice of Dr. Newlon to direct the affairs of the Lincoln School and become professor of education at Teachers College is a wise one. He begins work in his new field September 1, 1927.

\* \* \*

**"YOSEMITE NATURE NOTES"** is the official publication of the Educational Department of Yosemite National Park. W. B. Lewis is Superintendent; C. P. Russell is the Park Naturalist. The Yosemite educational program has the whole-hearted support of California school people, and endeavors to accomplish the following:

1. It seeks to stimulate use of the recreational resources of Yosemite National Park through the encouragement of a knowledge of natural history.
2. It teaches natural history but does not overlook the fact that "to be nature-minded is more important than to be nature-wise."
3. It reaches beyond Yosemite and beyond the National Park Service in its accomplishments, for popular education in natural history affords a foundation to the intelligent administration of all natural resources.
4. It assists the park visitor in appreciating the wonders preserved for him in Yosemite and in appreciating the value of all out-door recreation. It makes him "want to know" and prepares him to more fully enjoy his park possessions.

\* \* \*

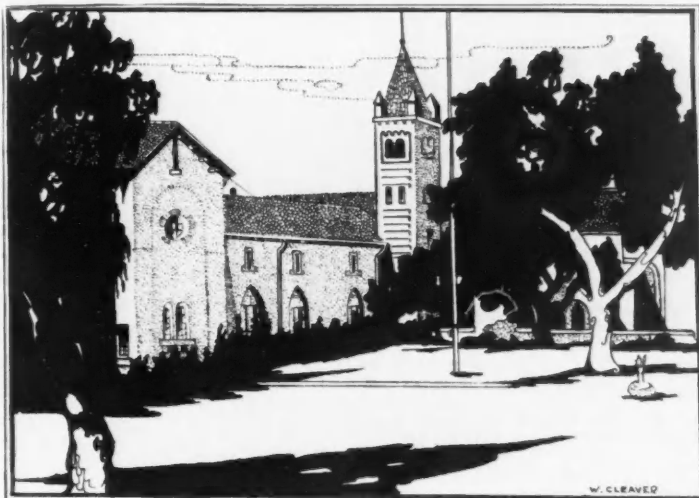
**O**F SPECIAL interest to all users of woodworking machinery is the transfer of Albert H. Jones, formerly general superintendent of manufacturing operations at the Rochester division of Yates-American, to superintendent of manufacturing at the Beloit plant. Mr. Jones comes to the Beloit works of the Yates-American Machine Company with practically a lifetime of experience in the building of woodworking machinery.

He has been connected with woodworking machinery manufacture for 26 years, 20 years of which were spent as superintendent of what was formerly the American Woodworking Machinery Company plant at Rochester, N. Y. Mr. Jones entered the business when the demand first became evident for higher speed, more efficient production in all the different phases of woodworking manufacture.



## Santa Maria

CALIFORNIA has many beautiful and distinguished secondary school plants. Notable among these is the Santa Maria Union High School and Junior College. Here is also situated the Santa Maria School of Art, directed by Stanley G. Breneiser. Courses are given in pictorial composition, painting, methods of teaching, form and aspect. Children's classes are held.



R. W. EVERETT of the History Department, Sacramento High School, is a vice-president of the American Federation of Teachers. Others of the ten vice-presidents are situated in Portland, Atlanta, Memphis, Brookwood, St. Paul, Chicago and New York City.

ALL who are interested in the problems and activities of present day college students should become acquainted with the valuable work of the California Student Presidents' Association. The report of the Second Annual Conference of that body has recently been issued in bulletin form and may be obtained by addressing the secretary, Mr. T. Malcolm McQuiddy, Hollister Junior College, Hollister

THE Treasure Chest, published and edited by S. B. Dickson, is a magazine of unusual merit for boys and girls and young people. Although still in its first year it is achieving a gratifying success, particularly in the field of children's composition. Mr. Dickson finds that much of the literary production of children and young people—stories, essays, poetry—is superior to the work of those adults who have endeavored to "write down" to the child level.

The Treasure Chest seeks only that which is of intrinsic merit. Wedded to excellent subject matter is delightful typography and abundance of good illustration. The office is 1402 De Young Building, San Francisco.



## A Beach

CASMALIA BEACH, near Santa Maria, California, is rugged and highly picturesque, and is typical of many of California's strands. Children should come to know the beauty and charm of the primitive, untouched beach, before it has become polluted with hot-dog stands and dance-halls.—*Courtesy Santa Maria School of Art.*



## HIKING SONG



Come out, a bundle and  
stick is all  
You'll need to carry  
along,  
If your heart can carry  
a kindly word,  
And your lips can carry a song.

Alfred Noyes.

## Longer High-School Day

NINE periods every Wednesday, instead of the usual six, in the senior high school, Everett, Massachusetts, provide needed time for chorus, orchestra, and glee club work, as well as for meetings of the lyceum and school council and other desirable activities. The principal of the school anticipates that it may become necessary in the future to provide for seven or eight periods every day to meet the increasing complexity of American life and the increasing tendency of pupils to do less studying at home.

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## Summer Schools Simplify Grading

SIXTY-NINE public "opportunity schools" were maintained in New York City last summer. Sixty were of elementary grade, three were junior high schools, and six were senior high schools. They met the needs of pupils who failed to qualify for a higher grade, of bright pupils who wished to accelerate their school progress, and of pupils whose knowledge of the English language is deficient. Seventeen play schools offered recreation for children in the city's most congested sections.

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## Educate the Janitor

A SUMMER COURSE for janitors and engineers is provided by the Colorado State Teachers College, at Greeley. Instruction includes management of heating plants, plumbing, repairs, ventilation, prevention of fires and other accidents, sanitation, disinfection, cleaning materials, care of buildings and grounds, and relationships with pupils. Visits to 10 schools afford an opportunity to observe how janitors' duties should be performed under different conditions. Moving pictures illustrate best methods in janitorial work.

CALIFORNIA Scholarship Federation has issued a revised official handbook for 1926-1927. Comprising 35 pages it contains much information concerning the federation and lists the 147 high schools now maintaining chapters of the federation.

The officers of the federation are: Mary G. Miller, President, Los Angeles; William R. Cleveland, Vice-President, Whittier; Charles F. Seymour, Secretary-Treasurer, Long Beach; Kathleen D. Loly, Ex-Presidential Adviser, Pasadena; Richard H. Platt, Phi Beta Kappa Adviser, Santa Monica; E. McGlothlin, Stockton; Isabella H. Hilditch, National City; Alice McDill, Alhambra; Alice B. Smith, Fresno.

The Student Branch Officers are: Earl Lyon, President, Orange Union High School, Orange; Helen Osborn, Vice-President, Fresno City High School, Fresno; Dorothy Hill, Secretary, Chaffey Union High School, Ontario; Marion Schaefer, Treasurer, Pasadena High School, Pasadena.

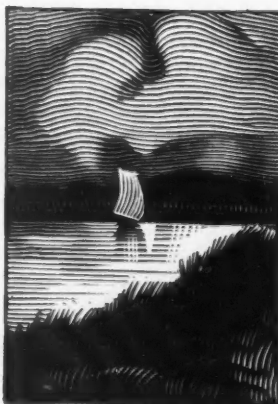
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CITIZENSHIP night schools in Alaska are maintained by the Territorial Government, and will be established in any community in which 12 persons signify their desire to enroll. In addition to reading, writing, spelling, grammar, and arithmetic, history of the United States is taught and the fundamentals of good citizenship are inculcated. Pupils include citizens, aliens, and persons who have declared their intention of becoming citizens.

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FOOD VALUES is the title of a series of ten color posters recently issued by the National Child Welfare Association. The set was prepared in answer to the demand for scientifically correct, interesting, and attractive material for use in teaching the fundamental facts concerning food values. While the full-color illustrations make them very delightful, they are in no sense mere popular "slogan" posters, to catch momentary interest, but are intended as a permanent

educational tool for actual use in teaching. They supplement the posters for younger children, "Foods and Health" and "Rainbow Rhymes." For further information address Beatrice Pierce, director of the Educational Service Bureau at 70 Fifth Avenue, New York City.



## BOOKS RECEIVED

**CHEERY SONGS FOR LITTLE SONGSTERS**—By Arthur Edgar French. 22 pages. Quarto. Paper covers. The Arfredgar Press, Revere, Mass. 1925.

**ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES**—By Isaac Lippincott, Professor of Economic Resources in Washington University, and H. R. Tucker of the Department of Social Sciences in Cleve'and High School, St. Louis. 660 pages. D. Appleton & Co. 1927.

**THE MASTERY OF ENGLISH**—A two book series. Volume I, 463 pages. Book II, 448 pages. By Harvey and Allen. Color plates and illustrations. The John C. Winston Company. 1925. \$1.48 per volume.

**OUR ENGLISH**—Three book series, seventh, eighth and ninth years. By Denny, Skinner and Skinner. Junior High School Series. Seventh year, 286 p.; Eighth year, 318 p.; Ninth year, 350 p. all il. Charles Scribner's Sons. 1926, 1927.

**SPEAKING AND WRITING ENGLISH**—By Sheridan, K'eiser and Mathews. Sheridan Language Series, Book One. Illustrations in colors by Dorothy K. Wright. 174 p. Benj. H. Sanborn and Company. 1927.

**ELEMENTARY SCHOOL METHODS**—With special references to teachers in towns, villages and rural areas. By Horace Culter, Professor of Rural Education, Kansas State Teachers College of Emporia. Lippincott's Educational Guides. 402 p. J. B. Lippincott Company. 1927.

**THE CONSTITUTION: ITS STORY AND BATTLES**—By F. Dumont Smith of the Hutchinson, Kansas Bar. 350 p. Kerr Company, Law Book Publishers, 1840 Lundy Avenue, Pasadena, California. 1926.

**THE CONDUCT OF PHYSICAL ACTIVITIES IN ELEMENTARY AND HIGH SCHOOLS**—By Wilbur P. Bowen, Professor of Physical Education, Michigan State Normal College. 173 pages. Many illustrations. A. S. Barnes & Co. 1927. \$2.00.

**CLASSICAL MYTHS THAT LIVE TODAY**—By Frances E. Sabin, Director of the Service Bureau for Classical Teachers of the American Classical League; formerly Assistant Professor of Latin, University of Wisconsin. Ralph Van Demon MacGoffin, Professor and Head, Department of Classics, New York University, Classical Editor. 420 pages. Profusely illustrated. Silver, Burdett & Co. 420 pages. 1927.

**THE CONSTITUTION OF THE UNITED STATES, 1787 to 1927**—By James M. Beck. Foreword by Calvin Coolidge. Edited for school use by Miller and Barnes. 215 p. George H. Doran, 244 Madison Avenue, New York City. 1927. \$1.25.

**CALISTHENICS—Modern Methods of Free-Exercise Instruction**—By C. S. Staley, University of Illinois. 345 p. Many il. A. S. Barnes and Company. 1926. \$3.00.

**THE BOX IN THE SAND**—By Lucia Webster Rice, Primary teacher. Illustrated in colors by Kayren Draper. 205 pages. Ginn & Co. 1927. 72 cents.

**ADAPTED GROUP GYMNASTICS**—By Lillian Curtis Drew. 150 p., many il. and diagrams. Lea and Febiger, Philadelphia. 1927.

**ALL COLORS—A Study Outline on Woman's Part in Race Relations**—Distributed by The Woman's Press, 600 Lexington Avenue, New York, and Associated Press, 347 Madison Avenue, New

York. 160 p. The Inquiry, 129 East 52nd Street, New York City. 1926. In paper, \$1.00.

**MAKING THE MOST OF AGRICULTURE — Efficient Marketing — Profitable Farming — Worth-While Living**—By Theodore Macklin, Professor of Agricultural Economics, University of Wisconsin; W. E. Grimes, Professor of Agricultural Economics, Kansas State Agricultural College, and J. H. Kolb, Professor of Agricultural Economics, University of Wisconsin. 550 p. il. Ginn and Company. 1927. \$1.88.

**THE COLLEGE BOOK OF VERSE (1250—1925)**—Compiled by Robert M. Gay, Professor of English, Simmons College, Boston. 674 p. Houghton, Mifflin Company. 1927.

A volume of small dimension and low price, containing as rich a selection of poems as possible; an anthology of poems rather than poets; and illustrating the variety of verse and verse forms rather than the history of poetry.

**STORIES OF EARLY TIMES IN THE GREAT WEST FOR YOUNG READERS**—By Florence Bass. 210 pages. ill. The Bobbs-Merrill Company, Indianapolis. 1927.

**SECONDARY EDUCATION IN COUNTRY AND VILLAGE**—By Emery N. Ferriss, Professor of Rural Education in Cornell University. 420 p. D. Appleton & Company. 1927.

**THE SMALL JUNIOR HIGH SCHOOL—A Study of Its Possibilities and Limitations**—By Francis T. Spaulding, Assistant Professor of Education, Harvard University. 242 pages. Harvard University Press, Cambridge, Mass. 1927. \$2.50.

**METHODS OF STUDY**—By Claude C. Crawford, University of Southern California, Los Angeles. 163 p. Published by the author. 1926.

**SECRETARIAL TRAINING**—By Edward J. McNamara, Principal High School of Commerce, New York City. 317 pages. Il. The Ronald Press Company, 15 East 26th Street, New York City.

**A STATE EDUCATIONAL SYSTEM AT WORK**—Report of an investigation of the intellectual status and educational progress of pupils in the elementary and high schools and freshmen in the colleges, public and private, of Mississippi, together with recommendations relating to the modification of educational procedure in the state. By M. V. O'Shea, Professor of Education, The University of Wisconsin. 385 p. Il. Published by the Bernard B. Jones Fund, Washington, D. C. 1927.

**THE COMMON-WORD SPELLERS**—For Junior High School. Grades Seven, Eight and Nine. Spelling in Service. By Ervin Eugene Lewis, Ohio State University. 160 p. Ginn & Company. 1927. 52 cents.

**SPELLING NOTEBOOK**—An aid to individual study. By Henry Carr Pearson, Horace Mann School, Teacher College, Columbia University. Paper covers. American Book Company. 1926.

**STATE SCHOOL ADMINISTRATION**—A text book of principles. By Ellwood Cubberley, Dean of the School of Education, Stanford Univ. 790 p. Houghton, Mifflin Co. 1927. \$3.75.

**A HISTORY OF SOCIALISTIC THOUGHT**—By Harry W. Laidler, Executive Director for Industrial Democracy. Croyell's Social Science Series. 635 pages. 16 full-page portraits. Thos. Y. Crowell Company. 1927. \$3.50.

- A FIRST BOOK OF LYRICAL POETRY**—Selected and edited by H. A. Treble and G. H. Vallins. 96 p. Oxford University Press. 1927. 35 cents.
- A SECOND BOOK OF LYRICAL POETRY**—Selected and edited by H. A. Treble and G. H. Vallins. 96 p. Oxford University Press. 1927. 45 cents.
- THE STORY OF AMERICAN LITERATURE**—By Algernon Tassin and Arthur B. Maurice. With decorations by Maurice Day and others. 360 p. The Macmillan Company. 1927.
- THE RELIEF PITCHER**—A baseball story. By Ralph Henry Barbour. 267 p., frontispiece. D. Appleton & Company, New York. 1927.
- THE ADVENTURES OF A TRAFALGAR LAD**—A tale of the sea. By John Lesterman. Ill. by Rowland Hilder. 319 p. col. pl. Harcourt Brace & Company, 383 Madison avenue, New York City.
- THE WAR CHIEF**—An Indian story. By Elmer Russell Gregor. 237 p., frontis. D. Appleton & Company, New York. 1927.
- THE ATLANTIC READERS**—Book III, Grade 6. *The Wonderful Tune*. 365 p. col. pl. ils. Book IV, Grade 7. *The Great Conquest*. 363 p. col. pl. ils. Randall J. Condon, editor. Little, Brown & Company. 1926, 1927. List price, 85 cents each.
- PAPASSIER S'EN VA-T-EN GUERRE**—Comedie en trois actes. De Laurent Doillet. Edited by W. A. R. Kerr and E. Sonet, professors in the University of Alberta. 102 p. Ginn & Company. 1927. 80 cents.
- SEIZE PETITS CONTES TOUT MODERNES**—Edited with notes, questionnaires, direct-method exercises and vocabulary. By Charles Grimm, assistant professor Romanic languages, Williams College. 208 p., many ils. Ginn & Company. 1927. 80 cents.
- THE BAD LITTLE RABBIT** and other stories—By Madge A. Bigham. Il. by Florence Liley Young. 168 p. col. pl. Little, Brown & Company. 1927. 75 cents.
- PUPIL ADJUSTMENT**—In Junior and Senior High Schools. A treatment of the problems and methods of educational counseling and guidance, with examples from actual practice. By William Claude Reavis, Ph. D., assistant professor of Secondary Education and principal of the University High School, School of Education, University of Chicago. With an introduction by Lotus D. Coffman, president of the University of Minnesota. 366 pages. D. C. Heath & Company. 1926.
- THE SCOTTISH CHIEFS**—Abridged. By Jane Porter. Intr. by Robert M. Smith, professor of English at Lehigh University. 593 p. The Modern Readers Series. The Macmillan Company. 1927.
- RURAL SCHOOL ADMINISTRATION AND SUPERVISION**—By Julius Boraas, Professor of Education, St. Olaf's College, Northfield, Minnesota, and George A. Selke, formerly Director of Rural and Consolidated Schools, State Department of Education, St. Paul, Minnesota. With introduction by Lotus D. Coffman, President of the University of Minnesota. 272 pages. D. C. Heath & Company. 1926.
- SCOUTING IN THE DESERT**—Scouting with General Funston. By Everett T. Tomlinson. American Scouting Series. 250 p., il. D. Appleton & Company. 1927.
- THE SEATS OF THE MIGHTY**—Being the memoirs of Captain Robert Moray, sometime an officer in the Virginia Regiment, and afterwards of Amhersts Regiment. By Gilbert Parker. Edited by William N. Otto. 418 p., il. Appleton Modern Literature Series. D. Appleton & Company.
- YESTERDAY AND TODAY**—A collection of verse, mostly modern. Designed for the average person of nine to nineteen or possibly higher. Arranged and selected by L. Untermeyer. With many delectable drawings as well as linoleum blocks by Edna Reindel. 400 p. Harcourt Brace & Company. 1927. \$2.50.
- LITERATURE IN THE JUNIOR HIGH SCHOOL**—Book One. By Emma Miller Bolenius. Drawings by Mabel Betsy Hill. 640 p., il. Houghton Mifflin Company. 1926. \$1.40.
- THE GOLDEN TREASURY**—By Francis T. Palgrave. Introduction, notes, reading lists and study topics by Max J. Herzberg. (Riverside Literature Series). 482 p. Houghton Mifflin Company. 1927. 80 cents.
- DRAMA**—By Ashley Dukes. (Home University Library) 264 p. Henry Holt & Company. 1927. \$1.00.
- KINSCHELLA MUSIC APPRECIATION SERIES**—Book Three. By Hazel Gertrude Kinscella. Il. by Ruth Mary Hallock. 224 p. col. il. University Publishing Company, Lincoln, Nebraska. 1926.



*Advanced High School Orchestra and Girls' Glee Club, Sweetwater Union High School  
National City, California*

- OREGON CHIEF**—By C. E. Hudspeth, Principal of Washington School, Oakland, California. 177 p. Illustrated by Lee Townsend. Ginn and Company. 1927. 80 cents.
- HYGIENE AND SANITATION**—The Essentials of Modern Health Care. By Jesse Feiring Williams, M. D., Professor of Physical Education, Teachers College, Columbia University. 344 pages. Illustrated. W. B. Saunders Company. 1927. \$2.00.
- GATEWAY TO AN ENGLISH VOCABULARY**—By John A. Lester, Ph.D., The Hill School, Pottstown. 58 p. il. The Lester Publishing Company, Pottstown, Pennsylvania. 1926. 68 cents.
- TEACHERS' GUIDE AND KEY TO GATEWAY TO AN ENGLISH VOCABULARY**—By John A. Lester, Ph.D., Harvard. 33 pages. The Lester Publishing Company, Pottstown, Pa. 1926. 50c.
- DIX CONTES MODERNES**—Des Meilleurs Auteurs Du Jour. Edited by H. A. Potter, A.B., Principal New Utrecht High School, Brooklyn, New York. With Notes, Vocabulary, and English, Paraphrases for Retranslation. 140 p. Ginn and Company. 1927. 60 cents.
- LECTURES FACILES**—Pour Les Commencants. With Questions, Exercises, and Vocabulary. By Jules Lazare, Bachelor of Letters. 110 p. Ginn and Company. 1927. 56 cents.
- PUBLIC SCHOOL FINANCE**—A discussion of the general principles underlying the organization and administration of the finance activity in public education together with a practical technique. By Arthur B. Moehlman, Professor of Administration and Supervision, School of Education, University of Michigan. With an Introduction by Walter A. Jessup, President of the the State University of Iowa. 538 p. il. Rand McNally & Company. 1927.
- CLOTHING AND TEXTILES**—First Lessons in Clothing and Textiles, Planning and Furnishing the Bedroom, and Clothing Budgets. Revised Edition, by Mary Lockwood Mathews B.S., Professor of Home Economics and Dean of the School of Home Economics in Purdue University. 194 p. il. Little, Brown and Company. Boston. 1926. \$1.10.
- FOODS AND COOKERY AND THE CARE OF THE HOUSE**—First Lessons in Foods and Cookery, Family Relationships, the Care and Management of the House, the Care of Children, Health Rules, and Marketing. Revised Edition. By Mary Lockwood Matthews, B.S., Professor of Home Economics and Dean of the School of Home Economics in Purdue University. 307 p. il. Little, Brown, and Company. 1926. \$1.10.
- COLLEGE AND UNIVERSITY FINANCE**—By Trevor Arnett. 225 p. Illustrated with graphs. General Education Board, 61 Broadway, New York City. 1922.
- FARM PROJECTS AND PROBLEMS**—A complete text for elementary schools. By Kary Cadmus Davis. 560 p. 217 il. J. B. Lippincott Company. 1927. \$1.40.
- THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN**—Edited with an introduction by Oral Sumner Coad, Assistant Professor of English, the New Jersey University for Young Women, Rutgers, New Jersey. 265 pages. The Modern Readers Series. The Macmillan Company. 1927.
- FIFTY FIGURE DRAWINGS**—A Selected Group of the Best Figure Drawings submitted to the Fifty Best Drawings Jury. Bridgeman Publishers, Pelham, N. Y. 1927. \$1.00.
- HARVARD BULLETINS IN EDUCATION**—A New Conception of Office Practice. Based on an Investigation of Actual Office Requirements. By Frederick G. Nichols, Associate Professor of Education, Harvard University. 123 pages. il. The Harvard University Press, Cambridge. 1927.
- TEACHING DULL AND RETARDED CHILDREN**—By Annie Dolman Inskeep, Specialist in the teaching of atypical children. With an introduction by H. B. Wilson, Superintendent of Schools, Berkeley, California. 475 p. The Macmillan Company. 1926.
- TRAINS, TRACKS AND TRAVEL**—By T. W. Van Metre, Professor of Transportation, Columbia Univ. 236 pages. Profusely illustrated. Simmons Boardman Publishing Company, 30 Church Street, New York City. 1926. \$3.50.
- TOYTOWN**—By Etta Austin Blaisdell, author of the Wide-Awake Readers, the Child Readers, et al. Illustrated in colors by Clara Atwood Fitts. School edition. 130 pages. Little, Brown and Company, Boston. 1927. 65 cents.
- THINKING, SPEAKING AND WRITING**—Book I, Seventh Year, 335 p. Book II, Eighth Year, 385 p. Book III, Ninth Year, 430 p. By Holman, Jameson, Knickerbocker, Clark and Veit. Silver, Burdett & Company. 1927.
- TESTS AND MEASUREMENTS IN HIGH SCHOOL INSTRUCTION**—By Ruch and Stoddard. 400 p. Measurement and Adjustment Series. Edited by Terman. World Book Company. 1927. \$2.20.
- PRINCIPLES AND TECHNIQUE OF TEACHING**—An Introduction to the Study of The Teaching of Art. By Frank W. Thomas, Director of Departments of Education and Teacher-Training, State Teachers College, Fresno, California. Author of Training for Effective Study. Riverside Textbooks in Education, edited by Ellwood P. Cubberley, Dean of School of Education, Stanford Univ. 435 p. Houghton Mifflin Co. 1927. \$2.00.
- A GUIDE TO THINKING**—A Beginner's Book in Logic. By Olin Templin, Professor of Logic, Ethics, and Esthetics, University of Kansas, and Anna McCracken, Instructor in Logic and Ethics, University of Kansas. 268 p. il. Doubleday, Page & Co. Garden City, N. Y. 1927. \$1.50.
- SOCIAL WORK A FAMILY BUILDER**—A Text-Book for Nurses, Dietitians, Home Demonstration Agents, Home Economists, and Special Teachers. By Harriet Townsend, Lecturer in Social Science at Teachers' College, Columbia University, New York. 248 p. W. B. Saunders Company. 1926. \$2.25.
- PRIMARY MUSIC, A & B, AS IT SOUNDS, AS IT SINGS, AS IT LOOKS**—By Arthur Edgar French. 140 pages. The Arfredgar Press, Revere, Massachusetts. 1927.
- PLANE TRIGONOMETRY, WITH TABLES**—By Keasey, Kline and McIlhatten. 138 pages. Il. P. Blakiston Son & Company. 1927.
- THE PROBLEM CHILD**—By A. S. Neill. 256 p. Robert M. McBride & Company. 1927. \$2.00. Neill, prominent in English school work, spe-



- cialized in child psychology and started a school of his own for "difficult" children. This book, sane and healthy, is a fruit of his practical experience.
- PRINCIPLES OF SECONDARY EDUCATION**—By L. A. Williams, Professor of Education, University of California, and G. A. Rice, Lecturer in Education, University of California. 350 pages. Ginn, 1927.
- PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS**—By Homer B. Reed, University of Pittsburgh. 492 pages. Ginn and Company, 1927. \$2.00.
- SOME PRIMARY METHODS**—By Laura Gillmore Sloman. 303 p. The Macmillan Company.
- PUBLIC SCHOOL RELATIONS**—A discussion of the principles underlying informational service in the public schools and a technique for practical use. By Arthur B. Moehlman, Professor of Administration and Supervision, School of Education, University of Michigan. Rand McNally & Company, Chicago, and New York. 280 p. il. 1927.
- MODERN PLANE GEOMETRY**—By John R. Clark, Lincoln School, Columbia University, and Arthur S. Otis. 325 pages. World Book Co. 1927. \$1.36.
- MODERN FAMILIAR ESSAYS**—Edited with introduction and notes by William M. and D. Barrett Tonner. 380 pages. Little Brown & Co., Boston, Mass. 1927. \$1.75.
- METAL CRAFT AND JEWELRY**—By Emil F. Kronquist, formerly Instructor in Milwaukee State Normal School and Washington High School, Milwaukee, Wisconsin. 191 p. Profusely il. The Manual Arts Press, Peoria, Illinois. 1927. \$1.32.
- THE MIND AND ITS MECHANISM**—By Paul and W. R. Bousfield. 232 p. E. P. Dutton & Co. 1927. \$4.00.
- ESSENTIALS OF METAL-WORKING**—A Text Book for schools and shops. By Berg and Wing. IL, by Matasek. 160 p. The Manual Arts Press, Peoria, Illinois. 1927. \$1.32.
- MALFICELI**—By Aimee Rebal. Edited with notes, vocabulary, and direct-method exercises, by R. P. Jago. Heath's Modern Language Series. 148 p. il. D. C. Heath and Company. 1927. 80 cents.
- JUNIOR HIGH SCHOOL MATHEMATICS**, Eighth School Year—By Harry C. Barber, head of the Mathematics Department in the Charlestown High School, Boston, assisted by Helen M. Connelly, Rice and Quincy Schools, Boston, and Elsie V. Karlson, Frank V. Thompson School, Boston. 285 p. il. Houghton Mifflin Company. 1927. \$1.00.
- LITERATURE IN THE JUNIOR HIGH SCHOOL**, Book Two—By Emma Miller Bolenius, with drawings by Mabel Betsy Hill. 704 p. Houghton Mifflin Company. \$1.48.
- THE LAUGHINGEST LADY**—By Elinore Cowan Stone. 330 p. D. Appleton & Co. 1927. \$2.00. A delightful story of a school teacher who comes to a little border town of New Mexico. Because it deals largely with Mexican children it is of particular interest to California teachers.
- "LOCOMOTION."** 10 Prints—Designed by the Lettering Class, Teachers' College, Columbia University. Class 1925. Quarto. Paper covers.
- LE MAITRE DU MOULIN-BLANC**—By Mathilde Alanic. Edited with notes, vocabulary, and English exercises, by W. C. Bell, M. A. Heath's Modern Language Series. 250 p. D. C. Heath and Company. 1927. \$1.00.
- LES MISERABLES**—By Victor Hugo. Abridged and edited with notes, direct-method exercises, and vocabulary by Flora Campbell of the Charles E. Gorton High School, Yonkers, New York. Heath's Modern Language Series. 325 p. Frontispiece. Illustrated. D. C. Heath and Company. 1927. 88 cents.
- EXERCISES IN ACTUAL EVERYDAY ENGLISH**—Second Series. P. H. Deffendall. Tablet. Paper covers. 86 p. The Macmillan Company. 1927.
- ENGLISH STEP BY STEP**—By Phillips and Kidd, District Superintendents of Schools, New York City. Third Year 278 p. 80 cents. Fourth Year. 364 p. 96 cents. Fifth Year 485 p. \$1.08. All with ils. in colors. Ginn & Co. 1927.
- WHAT'S WRONG WITH AMERICAN EDUCATION?**—By David Snedden, Professor of Education, Teachers College, Columbia University. 387 p. J. B. Lippincott Company. 1927. \$2.00.
- EXPERIMENTS IN WRITING**—By Luella B. Cook. Harcourt, Brace and Company. 1927. 504 p. Experiments in Writing aims to supply for high-school composition classes a more extended project than the daily assignment and to allow individual students opportunity to break the lockstep of the daily recitation; to teach expression through laboratory experience.
- EXPERIMENTS IN WRITING**—A High-School Textbook in Composition for the Junior and Senior Years. By Luella B. Cook, M.A., Central High School, Minneapolis, Minnesota. Author of "A Project Book in Business English." Harcourt, Brace & Co. 504 p. 1927.
- TEACHING ENGLISH IN THE JUNIOR HIGH SCHOOL**—By Edward Harlan Webster, Professor of English, State Teachers' College, Mount Pleasant, Mich., formerly Director of English, Junior High Schools, Springfield, Mass., and Dora V. Smith, Instructor in English, University High School and College of Education, University of Minnesota, Minneapolis. 416 p. World Book Company. 1927. \$2.00.
- WORLD GEOGRAPHY. BOOK II. THE OLD WORLD**—Frank M. McMurry, Teachers College, Columbia University and A. E. Parkins, Geo. Peabody College for Teachers. Quarto. 327 pages. Profusely illustrated. Many maps in color. The Macmillan Co. 1927.
- SELECTIONS FROM WHITMAN**—Edited by Zada Thornsburgh, Morton High School, Cicero, Illinois. 310 pages. The Macmillan Co. 1927.
- HANDBOOK OF CORRECT WRITING**—By Carpenter, Mausby and Knott. 110 p. Harcourt, Brace & Company. 1927.
- THE VOCATIONAL GUIDANCE OF COLLEGE STANDARDS**—By Louis Adams Maverick, University of California, Los Angeles. 262 p. Harvard University Press. 1926. \$2.50.
- THE GROWTH OF TEACHERS IN SERVICE**—A Manual for the Inexperienced Superintendent of Schools. By Frederick Lamson Whitney, Director of Educational Research, Colorado State Teachers' College, Greeley, Colorado. 353 p. il. The Century Company, New York. 1927. \$2.00.



**PRACTICE EXERCISES IN READING. BOOK**

**IV**—To be used with "Journeys in Distant Lands." By Barrows and Parker. Published by Silver, Burdett & Company. Prepared by Adele M. Mosseman, Department of Psychology and Educational Research, Los Angeles City Schools. Published by the Research Service Company, 4259 So. Van Buren Place, Los Angeles, 1926.

**AN INTRODUCTION WITH THE STUDY OF**

**RHETORIC**—A study of words and sentences and paragraphs. By Robbins and Perkins. Third edition. Revised and enlarged. 370 p. The Macmillan Company, 1926.

**THE NEW UNIVERSE**—An outline of the worlds

in which we live. By Baker Brownell, Professor of Contemporary Thought, Northwestern University, 465 pages. D. Van Nostrand, 8 Warren Street, New York City, 1926.

**THE NERVOUS CHILD**—By Hector Charles Cam-

eron, physician in charge of the children's department, Guy's Hospital, London. Third edition. 242 p. H. Humphrey Milford, Oxford University Press. First edition, 1919. Third edition, 1924.

**INTERMEDIATE FRENCH**—By Charles Holz-

warth, Ph.D., Monroe High School, Rochester, N. Y., and University of Rochester; and William R. Price, Ph.D., New York State Instructor of Modern Languages. Illustrated by Walter De Maris. Heath's Modern Language Series. 415 p. D. C. Heath and Company, 1927. \$1.56.

**SECOND AND THIRD GRADE MANUAL** for the

Child's Own Way Series—By Marjorie Hardy, University of Chicago Elementary School. 304 p. H. Wheeler Publishing Company, Chicago, 1926. 80 cents.

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**SINGING AS WE GO**—*A collection of illustrated songs and stories for the home and kindergarten.*

*Words and stories by Elsie Jean. Music by George H. Gartlan. Illustrations by Mabel Betsy Hill. 68 pages. A large quarto. Hinds, Hayden and Eldridge, Inc., New York. 1925.*

This volume is planned for little children and is bright with pictures and color-plates. It is the beginning book in the admirable series issued by Hinds, Hayden & Eldridge, Inc., of 5 Union Square, New York City. By writing to the publishers the teachers may obtain a large illustrated announcement describing the complete series.—V. MacC.

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**THE GOLDEN FLEECE AND THE HEROES**

**WHO LIVED BEFORE ACHILLES**—By Padraic Colum. Illustrations by Willy Pogany. 300 p. The Macmillan Company. 1921.

**Some Interesting New Tests**

**O**RIGINATING from the Research Bureau of Columbia University and published by the World Book Company, is a series of interesting and valuable new tests. These include Spanish, English, French, German, plain geometry and physics tests. Each packet includes a manual of directions, test forms, records and keys. Such tests as these are coming to be a recognized part of the technical and working equipment of the modern, progressive school. Tests such as these are not panaceas for poor teaching, but they are excellent allies to good teaching.—V. MacC.

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**MUSIC APPRECIATION READERS**—*Books One*

*and Two. By Hazel Gertrude Kinsella. Illustrations by Ruth Mary Hallock. Book One, 127 pages; Book Two, 191 pages. The University Publishing Company, Lincoln, Nebraska, 1926. Book One, 60 cents; Book Two, 72 cents.*

The first two volumes of this excellent series are ready. Book Three is in preparation. The University Publishing Company, of which George L. Towne is President and Manager, merits hearty commendation upon this unusual appreciation series.

The distinctive characteristics of these readers are as follows:

1. Correlate the use of children's literature with the hearing of little classics played upon musical instruments and sung by the human voice.
2. Develop a taste first for the smaller and simpler forms of music, later on for the larger and more elaborate.
3. Use a vocabulary which is carefully graded and well selected.
4. Set before the child illustrations of musical instruments which are true in all details because they were made from the instruments themselves.
5. Grade as carefully the musical selections used as they do vocabulary and thought content.
6. Open the way for real music appreciation as the child grows in his recognition of various musical instruments, the part each plays in various musical grouping, and the harmonious effect when all work together.

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**LEGENDS OF ANCIENT ROME. FROM LIVY.**

*Adapted and edited with notes, exercises and vocabularies. By Herbert Wilkinson. Introduction by Mary L. Breene. Elementary Latin Classics. 175 p. H. The Macmillan Company. 1926.*

**E**DUCATION is the eternal and divinely significant process of superior adjustment to and control of his intellectual, emotional, and volitional environment by a physically and mentally developed free conscious human being.—H. H. HORNE, *Professor of Philosophy of Education, New York University.*

# THE ADMINISTRATION OF VOCATIONAL EDUCATION of Less Than College Grade—

By J. C. Wright and Chas. R. Allen. 380 p. Colored plates and ils. John Wiley & Sons, Inc. 1926.

In the Sierra Educational News for November, 1926, page 595, was reviewed the text by these authors on the Supervision of Vocational Education. Wright, as director of the Federal Board for Vocational Education, and Allen, as editor and educational consultant of the same board, have an admirable nation-wide viewpoint and perspective.

The present volume is a companion to the former. Robert J. Leonard, Director of the School of Education, Teachers' College, Columbia University, in his appreciative foreword to the volume points out that it is indeed a fortunate circumstance unites in authorship of this book two national leaders in vocational education—one widely known as an administrator, and the other long recognized as an analyst. Either author alone would have made a worthy contribution. They have supplemented each other, however, so that the final product is unique in the penetration of treatment.

Unlike the older publications on educational administration, characterized by discussions of administrative theories, origin of practices, and comparative points of view, this volume, says Leonard, attacks with direction and clarity the immediate tasks of the official charged with the administration of a program of vocational education.

\* \* \*

# SIX ONE-ACT PLAYS—By Rachael Crothers. 148 p. Walter H. Baker Company, Boston. 1925.

This little book of bright and clever little plays includes the following titles: "The Importance of Being Clothed"; "The Importance of Being Nice"; "The Importance of Being Married"; "The Importance of Being a Woman"; "What They Think"; "Peggy."

\* \* \*

# PARTIES THAT ARE DIFFERENT—By Ethel Owen. 126 p. il. Color plate. The Abingdon Press, Methodist Book Concern, San Francisco. 1926. \$1.00.

Originality, variety, surprise are elements in an evening's social entertainment program that are sure to win the favor of the participants and observers. The twelve parties given in this book are a disclosure of ingenuity, adaptability, and an understanding of the fine art of diversity in the area of recreational activities.

The plans offered and the suggestions outlined are sure to interest young people who are

constantly seeking for something different to introduce into their entertainment schedules, and are glad to tune out the dull and undesirable "static." There are three illustrations in color, as well as many others, some of them original and fitted to the scheme of the particular party, and all of them of unusual value and interest.

\* \* \*

# A TREASURY OF VERSE FOR SCHOOL AND HOME—Selected by M. G. Edgar and Eric Chil-

man. Many ils. and color-plates by Honor C. Appleton. 500 p. Thomas Y. Crowell Company. 1926. \$2.50.

An anthology of juvenile verse, beginning with the earliest reading ages, and continuing through to material suitable for high school reading. Beautiful in binding and in typography, and gay with colored pictures—this is an ideal gift for children, for parents, or for "Dear Teacher" herself.

\* \* \*

# CORRELATED HANDWRITING—Six compendiums for Grades One to Six, and six Teachers' Manuals, Grades One to Six. Paper covers with many illustrations. The Zaner-Bloser Company, Handwriting Publishers, Columbus, Ohio. 1925, '26, '27. Complete set, compendiums and manuals, \$1.50. Compendiums, 15 cents each; \$1.60 per dozen.

This series consists of an entirely new set of compendiums and teachers' manuals. It emphasizes the correlation between practice in writing and the use of writing in the other subjects of the school and in activities outside the school. Many language exercises are given for practice.

The course is graded in accordance with the psychology of the child's development and with modern educational practice. From almost the first day, the child begins to write material which has **meaning**. This material is so chosen that writing difficulties are few at the beginning and increase gradually, while the writing and the materials used show the same graduation.

Throughout the course the emphasis is upon the actual writing, but sufficient formal drill is introduced to give the child the training in drill which he **needs**. This drill is introduced, however, after the child has come to feel the **need** for it. Types of drill are emphasized which have been shown by scientific experimentation to be most helpful.

Teachers' Manuals 1 to 6 provide definite weekly outlines and suggestions for each grade. A complete Teachers' Manual, comprising manuals 1 to 6, is provided to meet the needs of teachers who have more than one grade in a room.

**BEFORE BOOKS**—By Caroline Pratt and Jessie Stanton. 358 p. il. paper covers. Adelphi Company, New York.

Experimental practice in the City and County School here fructifies in an illuminating and provocative manual. Herein the classroom material is placed before the people exactly as a scientist does. Every thoughtful parent and every teacher of little children will find this day-by-day record to be a fascinating document. It narrates one of the most interesting and significant developments of modern education.

Caroline Pratt's school is based on the principles of encouraging individual freedom, stimulating the imagination, and developing the creative powers of the child. This volume reveals the technique and spirit of the work.

\* \* \*

**SPELLING NOTE BOOK**—By Henry Carr Pearson, Horace Mann School, Teachers College, Columbia University. Joint author of Pearson and Suzzallo's "Essentials of Spelling." 56 pages, besides instructions on inside. American Book Company. 20 cents.

A spelling blank with ample space for writing and reviewing the words presented in a half year's work. On each of the 56 pages there is room for the writing of about 50 words. The first part is intended for trial tests to find out what words each pupil needs to study. The other parts provide space for systematic reviews and for keeping track of the words which each pupil should study further. The general plan of the notebook and directions for using it are included.

\* \* \*

**PICTURE-STORY READING LESSONS, SERIES II**—By Nila Banton Smith and Stuart A. Courtis. Consisting of: *My Story Book*. Cloth. 154 pages. Illustrated in color. Price 68 cents; *Dictionary*. 96 pages. Price 48 cents; *Teacher's Manual*. 221 pages. Price \$1.00; *Word Cards*. Price per set \$1.68. World Book Company. 1927.

This basal reading material contains several devices which are entirely new and original in reading instruction. It is the outgrowth of extensive investigation and experimental teaching with thousands of children in the Detroit schools, where the authors have been perfecting the method for a number of years. Children will be fascinated with this material because of the range of appeal and opportunities for self-expression.

This Series II of Picture-Story Reading Lessons is for the last half of the first grade. It is designed primarily for use with pupils who have completed the authors' Series I. It can be used

very successfully to follow any of the popular reading methods covering the first year of instruction.

Nila B. Smith is first assistant supervisor of research, and Stuart A. Courtis, professor of education, University of Michigan, and educational consultant, Detroit Public Schools.

There are many features which distinguish Series II from other reading methods. Most important of these are the new and successful **word-getting** processes by which children can be taught most naturally to attack new words. Another feature of unusual interest is the **provision for individual progress** in accordance with the pupil's ability.

This series actually puts into practice the generally accepted ideas that the child learns most readily when the learning is a result of his own desire and that it is best for him to learn through his own experience and activity. Coloring, drawing, and dramatization are utilized in stimulating him and arousing his interest in the mastery of the reading processes.

Miss Smith and Dr. Courtis have indeed made a real contribution to the teaching of first-grade reading. Their Series I of Picture-Story Reading Lessons has produced remarkable results where it has been used. Such a distinctive method merits the careful attention of everyone interested in the improvement of the teaching of reading.

\* \* \*

**LE SECRET DE L'ETANG NOIR**—Review by Leon Daudet; with introduction, exercises, and vocabulary. 149 p. il. The Century Company. 1925. \$1.00.

This French reader for college classes in French is the latest addition to The Century Modern Language Series, which is under the general editorship of Professor Kenneth McKenzie of the University of Illinois. It is a gripping and charmingly told mystery story, edited with notes, vocabulary, and exercises based upon the text. The author is the skillful French short story writer and a sister of the distinguished novelist, Henry Bordeaux.

The story presents a vivid and accurate picture of family life in Savoy, the story itself is told with such dramatic intensity that it may be counted upon to hold the interest of college students throughout and to stimulate discussion.

The terror of the unsolved mystery, which is only indirectly explained in the last few pages of the novel, pervades the entire book. Preceding the text of the novel are a thumbnail sketch of Jeanne Danemarie's life and a criticism in French, by M. Leon Daudet, of the novel.

### Visual Education Convention

(Continued from Page 43)

sequently, the following committees and committee chairmen were appointed by the President:

Publicity Committee—Ercel C. McAteer, Assistant Director, Visual Education Department, Los Angeles.

Chairmen—Mrs. C. Swain, Visual Education Department, Burbank, California; Mrs. E. White, Visual Education Department, Long Beach, California.

The Program Committee, to prepare the program for the December meeting at Los Angeles, to be appointed later.

The seriousness of mind manifested by the delegates, the feeling of good fellowship prevalent, and the inspiration received augurs well for progress in the work of the Association.

\* \* \*

**A** **PAROLE Business Course** in twelve lessons for boys of the Preston School of Industry, has been prepared by two staff members, Mr. R. A. Long and Mr. O. H. Close. The object of the course is to prepare the boys on matters of seeking employment, budgeting of wages, purchasing of clothing, plain recreation and other practical affairs and problems. Likewise a brief course in civics and ethics has been prepared and published in a bulletin of 16 pages. The Preston School of Industry, under the effective educational leadership of O. H. Close is rapidly developing a thoroughly modern and progressive school program.

\* \* \*

**P**UPILS of the eighth grade, Pacific Grove Grammar School, California, of which Robert H. Down is principal, publish a monthly paper. A poster published in a recent issue of their paper won the grand prize, offered by the Humane Society of the Monterey Peninsula, and has been sent to the National Convention of the Society.

The two eighth grades also have current event clubs. These clubs meet every Friday to render their programs, consisting of current events, national news, local news, foreign news, musical numbers, jokes, etc. Each month a new set of officers is elected, thereby giving each one an opportunity of taking part sometime throughout the year.

\* \* \*

**F**ROM the press of J. M. Dent & Sons, Ltd., of London and Toronto come three new volumes of "The King's Treasures of Literature," under the general editorship of Sir A. T. Quiller Couch. "Front-room Plays," Selections from Sir Walter Raleigh," and "The Rose and the Ring," by Thackeray, are the titles.

**A LABORATORY PLANE GEOMETRY**—By William A. Austin, head of department of mathematics, Venice Polytechnic High School, Los Angeles 404 pages. Scott, Foreman and Company. 1926. \$1.40.

As the title implies, this book introduces a laboratory technique into geometry teaching. The author believes that the pupil will gain a better understanding of geometry if he approaches the subject **inductively** through first-hand experience in the classroom.

The method in general is as follows: (1) The pupil makes constructions according to specific directions;

(2) he takes measurements and makes computations;

(3) he takes conditions of constructions and apparent conclusions;

(4) he gives the usual formal proof to establish the general truth;

(5) he states this general truth in the form of a proposition;

(6) he solves many different applications to fix in the mind the proposition. Thus the modern laws of learning are applied to geometry. Geometry and geometrical drawing are correlated.

Important theorems are plainly marked. An abundance of material of a practical nature is included. The volume is exceptionally well-bound; its type page is particularly inviting.

\* \* \*

**THE BOYS' BOOK OF AMUSEMENTS**—By A. Frederick Collins, 211 pages, many ils., D. Appleton & Company. 1927. \$2.00.

Here is a book that will be a delight to any boy. It is a book containing much information never before gathered together into one volume and covering a surprisingly large variety of amusements. Matschstick magic, hocus pocus stunts, sells and catches, puzzles, scientific tricks and directions for masquerades and carnivals, with many other popular diversions, are all described in this work. And all the directions are given in the friendly, informal fashion for which the books of A. Frederick Collins are known. Whenever one of the amusements needs to be explained, Mr. Collins has seen to it that the explanation is forthcoming. He has taken care that all tricks and stunts described can be performed with little or no cost for apparatus.

\* \* \*

**THE COVERED WAGON**, Emerson Hough—Edited by Clarence Stratton, director of English in high schools, Cleveland. Appleton Modern Language Series, 405 p. il. D. Appleton and Company. 1926.



# New Supplementary Reading

## IN OLD CALIFORNIA, by Edith Kirk Fox

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**Business Forms for New Rational Typewriting, Intensive Course.** List price, 10c.

**Junior Rational Typewriting.** A two-semester pre-vocational course designed for junior high schools. List price, \$1.00.

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## NOTES AND COMMENT

### Vital School Projects

MARTINEZ Elementary School, Martinez, California, is interestingly described by Grace I. Atchison, rural supervisor of schools, Contra Costa County. She calls attention, for example, to a remarkable piece of work begun last year by Mrs. Elmyra D. Fisher with a group of 25 "problem" boys. They became interested in the study of oil industry, since all of the children in the class came from families where the fathers, big brothers, uncles and friends were employed either in the oil company or the fishing industry.

They worked out a project representing the Shell plant in miniature. They wrote compositions about it. They read everything they could find on the subject, learned to spell such words as gasoline, kerosene, petroleum, associated. They made arithmetic problems, such as the following:

"If a truck starts with 2,000 gallons of oil and leaves 175 at one station, 225 at a second, 300 at a third, 425 at a fourth, 150 at a fifth, how many gallons were left in the truck when it returned to the refinery?"

They studied geography of the oil cities, refineries, pipe lines and oil fields; history of the use of oil; made drawings of the formation of earth's strata containing pockets of oil and the process oil goes through from the time it is pumped out until it reaches the refinery. The models made are on exhibit in the Carquinez Grammar School. The work for this year follows the same general lines, with the emphasis on cafeteria, home-making and post-office projects.

In addition to this, the children are allowed to make and sell every kind and hand-work model within their ability, and this room is constantly visited by teachers, children from other classes, parents and others who heard of the work of the class.



Loye Holmes Miller, professor of biology at the University of California in Los Angeles, is widely known in California school circles for his leadership in the field of Nature Study and Elementary Biology in the curriculum. The Nature Study movement in California owes much to his long years of enthusiastic teaching service.—Courtesy The California Monthly

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### The Kinpriart Easel

**K**INPRIART EASEL is an excellent device for kindergarten-primary schools. It was invented by Helen M. Howell, whose address is 317 South New Hampshire Avenue, Los Angeles, California.

The easel, made of spruce, is light enough for kindergarten children to carry but is strong and when open cannot be upset. A light and inexpensive piece of cardboard hung over pegs at the top takes the place of the clumsy drawing-board. Over this, sheets of paper may be hung and securely clamped. This eliminates the necessity for using pins or the troublesome thumb-tack. The sheets of paper may be turned back over the easel top when used, or they may be easily and quickly removed and replenished by the children—who love to do it.

The drawer eliminates the need for a separate piece of furniture to hold paints and brushes. It is held firmly in just the right position for use and to save the floor from dripping paint. It may be closed when not in use and removed and stacked on a cupboard shelf when the easel is folded away.

In short—the Kinpriart Easel fills every drawing and painting need of children from the



The Easel at Work

kindergarten through the grades and lacks every undesirable feature found in other easels. It saves time, saves space, saves trouble, prevents accidents, develops independence, and enables the child to give his entire attention to joyous expression with crayon or brush. It is highly endorsed by educators in many parts of the country and is being used with great satisfaction in the most progressive schools.

The accompanying illustration shows the easel in actual use. The easel is planned in accordance with the best progressive educational thought, as it gives the child plenty of

room to express his natural feeling for rhythm, using the larger muscles. It is easily adjusted, cannot upset, clamps the paper securely, and has a convenient drawer for holding paints and brushes.

\* \* \*

### Piney Woods

**P**INEY WOODS SCHOOL was founded under an old cedar tree without land, money or friends, fifteen years ago by the present principal, Laurence C. Jones. It now has 1,500 acres of land at Piney Woods, Mississippi. There are 350 students from 40 counties in Mississippi and eight states; 30 teachers; and an annual budget of \$50,000, raised by Jones through yearly donors. It has five two-story buildings. The students made the brick and laid them up, cleared the land for gardens and farms, and do all of the work of the school as a part of their education.

"Better Homes in the Country" was the general subject of the recent commencement exercises. Four young men built on the stage a small house. One did the carpentry, another the brickwork, another the plumbing, and the fourth wired the house and turned on the electric lights. A fifth boy demonstrated taking care of the automobile of the family who would occupy the house. A girl cooked on the stage a balanced home meal. People from the audience sampled the tasty dishes. Another girl threaded her loom and wove a rug for the new house. A girl made a pine-needle basket for the home. Many other interesting practical exercises were demonstrated as part of the commencement program.

\* \* \*

### Blocks

**T**HREE styles of blocks for the use of little children, and suitable as kindergarten-primary equipment, are manufactured by the Strombeck-Becker Manufacturing Company, Moline, Illinois. **Diamblox** are diamond shape, smooth and flat and enameled in various bright colors. **Hexablox** are similar, but are hexagonal in shape. Children play with these blocks for hours, making all sorts of designs, patterns and other objects. **Buildoblox** is a building set of small blocks of various shapes and sizes, with colored guide charts. Professor N. V. O'Shea of the University of Wisconsin has prepared the illustrated guide which accompanies this set. These three sets have been given practical trial in California and are well recommended for home and school use.

### California Research Conference

(Continued from Page 31)

series of experiments which he has been carrying out with rats and monkeys—experiments in the learning of animals.

The sessions of the Research Association were eminently successful. President Lindquist is deserving of much credit; as is also the State Teachers College at San Jose, and those who took part in the program.

The following officers were elected for the coming year:

**President:** Walter E. Morgan, Assistant State Superintendent of Public Instruction.

**First Vice-President:** Dr. L. P. Peterson, Department of Education, University of California.

**Second Vice-President:** Mrs. Gertrude S. Bell of the State Teachers College, San Diego.

**Secretary-Treasurer:** Miss Corinne Davis of the State Teachers College at San Jose.

\* \* \*

**S**CHOOL PROGRESS, the official bulletin of the Sacramento City School Department, now in its initial volume, is an attractive four-page monthly, edited by City Superintendent Chas. G. Hughes. A recent issue, discussing the Sacramento Junior College, reports that the enrollment has gained 40 per cent this term over last term and that the outlook is for a similar growth in 1927-28.

The popularity of the Junior College has been not only with college students seeking a general academic education but with those specializing in the different sciences, professions and arts. The music department has proved to be one of the outstanding features of the college.

\* \* \*

**I**LLINOIS General Assembly is considering a bill which provides for an increase, in the salaries of county superintendents of schools, of \$600 a year for each superintendent, except in a few of the larger counties where the increase is to be more. The bill is supported by the Illinois State Teachers Association.

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### California Association of School Superintendents

THIS organization includes all California county, city and district school superintendents. Membership is on the basis of position held. The superintendents meet annually and their organization is really a requirement by statute. It is a mutual understanding and agreement that the superintendents raise a fund to meet the expenses of a committee which is appointed annually to look after the legislative interests of the superintendents of the state bi-annually. A superintendent, by vote of the association, pays into this fund one-fifth of one per cent of his annual salary. Between one-third and one-half of the superintendents usually pay this assessment. It is not compulsory.

The organization works in conjunction with the representatives of the C. T. A. Board of Directors, C. T. A. Legislative Committee, and the representatives of the High School Principals' organization, as well as with the representatives of the C. T. A. sectional groups and the local teachers' organizations.

For the current year, there are fifteen members on the Legislative Committee, as follows: Mark Keppel, Mrs. Susan M. Dorsey, Fred M. Hunter, William John Cooper, J. M. Gwinn, George B. Albee, Ansel S. Williams, A. G. Elmore, J. F. West, William H. Hanlon, David E. Martin, Charles H. Camper, Charles C. Hughes, George C. Bush, F. F. Martin. The officers of the Superintendents' Association are, President, Mark Keppel; Secretary, Ansel S. Williams; Treasurer, F. F. Martin.

\* \* \*

UNIVERSITY OF SOUTHERN CALIFORNIA for the past few years has conducted a "Metropolitan College," giving afternoon and evening instruction in many fields. The name has now been changed to "University College." The President and Trustees of the University have felt for some time that considerable confusion was arising from a similarity of the old name with that of many business colleges and other secondary schools giving instruction in the afternoon and evening.

In order to make it clear to everyone that the whole University is represented in the offering of work in the down-town location, the name has been changed to "University College." The present enrollment is 2,500 students, 1,100 of whom are teachers in active service. T. W. MacQuarrie, Director of this great and thoroughly modern educational enterprise, has recently been called to the presidency of the California State Teachers College at San Jose.

### Prize for List of Excellences and Errors

JOSEPH E. AVENT, University of Tennessee, Knoxville, Tennessee, offers a prize of \$1000 to that person (teacher, student, or educational worker) who shall make for him the largest list of excellences and errors in teaching and in managing schools, on the part of teachers. While it would be a national honor for any reader of this paper to win this prize, it would be worth a thousand times \$1000 to the boys and girls, if all their teachers might spend several weeks or months seeking to ascertain just what are errors and just what are excellences in teaching and in managing schools. Any one interested in this prize of \$1000 may secure the conditions of the contest by writing Dr. Avent, at the University of Tennessee.

\* \* \*

### How School Desks Are Made

AMERICAN SEATING COMPANY, one of the main producers of school seats, has a plant at Grand Rapids, occupying over sixteen acres. As one goes through the various manufacturing departments, from the foundry all the way through to the shipping and warehousing department, one can not fail but be impressed with the spirit of co-operation apparent in each and every workman. It seems that the spirit of their organization's founder has become a part of them.

No one tries to hide imperfect work from inspectors. In fact, the Inspection Department, consisting of about 85 skilled inspectors, is considered indispensable by every workman who is primarily interested in building a perfect product. The inspector is his best friend, who turns back to him any imperfect work before it has gone out to the public to be rejected as defective.

So thorough is factory operation that out of every 10,000 seats sold to the trade not more than about three on the average are ever returned as defective. This is a record without parallel and due to a very great extent to the pride of workmen in turning out a perfect product. Large scale operation results in a daily volume of production perhaps unapproached by any like industrial institution.

In the school desk division alone daily production throughout the year approximates 2500 schools desks in a varied variety of models. With theatre seating included, average annual daily production reaches a high mark of 5500 units. This is a notable high level.



### California Superintendents' Convention

ANNUAL convention of California county, city and district superintendents is announced to meet at the Hotel Del Coronado, San Diego, County, October 3-7, 1927.

**Committee on Organization** and Committees of the Convention: District Superintendent **A. R. Clifton**, Monrovia, Chairman; County Superintendent **L. E. Chenoweth**, Kern; County Superintendent **Mrs. Minnie M. Gray**, Sutter; City Superintendent **Walter T. Helms**, Richmond; District Superintendent **Roy Good**, Fort Bragg.

**Local Committee on Arrangements** comprises: **Will Angier**, Secretary-Business Manager San Diego City Schools, General Chairman and member in charge of Excursions; **J. Leslie Cutler**, Principal Coronado High School, in charge of Golf and other Sports; **J. G. Imel**, Assistant County Superintendent of Schools, San Diego, in charge of Rural School Exhibits; **Miss Beth Johnson**, President San Diego Teachers Association, in charge of Concerts, Visits to Museums, etc.; **W. L. Nida**, Principal of Training School, San Diego State Teachers College, in charge of music on the program; **Pete W. Ross**, Principal Point Loma High School, in charge of arrangements for visiting local schools.

\* \* \*

**HOW TO LIVE**, a monthly journal of health and hygiene, is published by the Life Extension Institute, 25 West 43rd Street, New York City, and is now in its tenth volume. It contains much material of definite interest to teachers of physical education, domestic science, child welfare workers, and school people generally.

\* \* \*

### Revise the High Schools

WITH the development of our school system and with the bringing to light of more facts regarding our high school curriculum it seems reasonable that the requirements for graduation from high school might be revised to conform to the more recent practices in the field of secondary education.

If the following requirements were put into effect what problems would confront you as a school administrator? What improvements would you suggest?

A major is hereby defined as 3 units, or 30 credits, in any high school subject. A minor is hereby defined as 2 units, or 20 credits, in any high school subject.

A credit is hereby defined to mean one period of at least 40 minutes per week of recitation (or

two of laboratory work) in addition to the necessary time required in preparation therefor for one school semester. Five recitations of at least 40 minutes each per week for one school semester or four recitations of at least 55 minutes each per week for one semester is defined to mean 5 credits. We should like your opinion regarding these changes.—**RICHARD J. WERNER**, *California State Commissioner of Secondary Schools, Sacramento.*

\* \* \*

### California Scholarship Federation

SPRING Convention of the Student Branch of the California Scholarship Federation met in Fresno High School. Delegations were present from 58 member and applicant schools, from all parts of the state.

This convention was in all respects one of the most successful held during the six years of the organization's life. Much of this success was due to Alice B. Smith and to Fresno High School, whose cordiality was unsurpassed—**CHARLES F. SEYMOUR**, *Secretary, California Scholarship Federation.*

\* \* \*

**JAMES FERGUSON** has accepted the principalship of the Jefferson Union High School at Daly City, retiring from a similar position at Chico, which he has held since 1920. Appreciation has been expressed for his excellent services at Chico. "He was fair and square with the teachers, the world of education, and the children." "It will be difficult for the Board to find a principal," states an editorial in the student journal of Chico High School, "who can take his place in the hearts of the students. He has always shown himself as a friend of the students and he will be keenly missed by them." It will be recalled that Mr. Ferguson was prominently mentioned for the State Commissionership of Secondary Schools.

\* \* \*

### Schools May Win \$2,000 Playground Awards

SCHOOLS in growing communities of 2,500 population or over are invited to sponsor applications for a \$2,000 donation for the purchase of a permanent playground this year, states the Playground and Recreation Association of America, which will administer twenty-three such awards. The Harmon Foundation will give the \$46,000 necessary to purchase the playgrounds. Already it has expended more than \$400,000 in acquiring and maintaining seventy-seven playgrounds and athletic fields in thirty states.

With thirteen awards, boards of education led the field in sponsoring playgrounds hitherto secured with the Foundation's aid. Chambers of Commerce ran second with eleven awards, and playground associations third with ten awards. For official application blanks and full details concerning the conditions of the offer, schools should address the Playground and Recreation Association of America, 315 Fourth avenue, New York City.

Two acres of land will be the minimum considered. Each site must be within play distance of the residence section by which it is to be used.

### Gonzales High School

(Continued from Page 42)

to the home economics, science, and agricultural departments, as well as to the school shop.

At present there are 14 buildings on the school grounds. Not only is this school unique (1) in not having any bonds and (2) in its type of building, but also (3) for several years a daily schedule unique in nature has been followed. The schedule contains four 70-minute periods, two 35-minute periods, and one 20-minute period. Each student is required to carry four regular subjects. Each teacher supervises the study of his or her pupils.

The enrollment of the school furnishes (4) another unique feature. The regular high school



**Gonzales Union High School—A Vital Community Center**

enrollment is slightly less than 100, yet the total enrollment of the school year 1925-1926 exceeded 500. The adult enrollment was four times that of the regular pupils. Two distinct farmers' short courses, one in dairying and one in horticulture were conducted. A farmers' short course in tractor work has already been completed this year. Two of the regular high school teachers devote half of their time to the adult work. One woman teacher holds classes of women each afternoon in ranch homes.

\* \* \*

### Junior High School Health

A HEALTH WEEK in a junior high school is excellently described by Miss Chloris Anderson, science teacher in the Girl's Junior High School at Riverside, California, in an article which space does not permit us to publish. A week early in the school year was pro-

grammed for special emphasis on good health. Each day through the week, two-minute speakers, chosen by the teacher from her first period class, made a talk at the beginning of the period on the topic for that day—and some excellent ones were made.

In the classes, compositions, debates or discussions were along health lines. Some suggested topics were: "How I trained myself to eat vegetables and fruits I did not like"; "Why does good posture help one to succeed?"; "How are the ears and feet connected?"; "Why should one polish the heels of her shoes?"; "How many suffer when you get angry and do and say disagreeable things?"

The hygiene classes made posters showing how they spent the twenty-four hours of a day. The art classes made posters containing timely suggestions as "A pencil in the mouth spoils both."

In order to interest the parents and homes in "the week" as well as the general public—notice were put in the daily paper and the "Flashes" the Junior High paper. Telegrams were sent in by the Mayor of the city; Secretary of the Chamber of Commerce; Kiwanis Club; Exchange Club; Women's Club, etc.

Monday's assembly was "stunts" put on by the physical training department and included some fascinating games such as "human croquet, cart wheels, somersaults, and funny but healthful drills." The fourteen rules for good sportsmanship were posted.

The sewing classes, by their playlet, brought out the proper way to dress for school was to wear the middie and skirt with sensible shoes and have "roses" in the cheeks by proper food, exercise and plenty of sleep.

\* \* \*

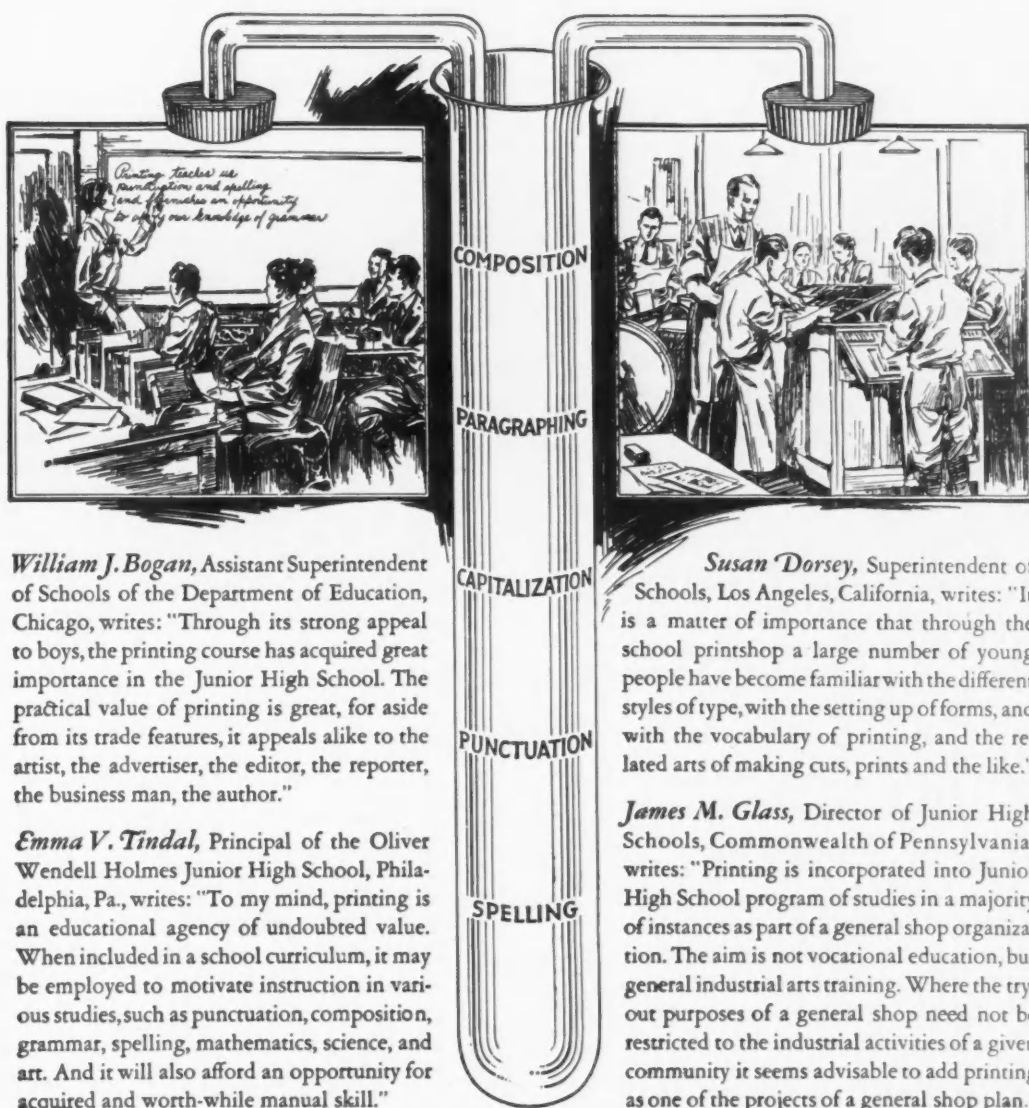
A NEW FLAG POLE was recently dedicated at the Bridgeport High School, Mono County, California, with elaborate public exercises. Mrs. Nora Archer, County Superintendent of Schools, and Mrs. N. Lura Dorrance, Principal of the high school, were among the principal speakers.

### The Aim of Education

THE AIM OF EDUCATION is the aim of human life, both individual and social. As we conceive the latter, so must we conceive the former. Education's central purpose is to reduce suffering and waste of human life and to promote social and individual well-being; to assist as fully and as economically as possible in meeting life's needs and realization of life's values through the proper selection and control of the means of education.—JOHN H. WITHERS, *Dean, New York University.*

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## *The Conclusions of Prominent Educators*



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**CAPITALIZATION**

**PUNCTUATION**

**SPELLING**

*Printing teaches us punctuation and spelling (and) furnishes an opportunity to apply our knowledge of grammar.*

**William J. Bogan**, Assistant Superintendent of Schools of the Department of Education, Chicago, writes: "Through its strong appeal to boys, the printing course has acquired great importance in the Junior High School. The practical value of printing is great, for aside from its trade features, it appeals alike to the artist, the advertiser, the editor, the reporter, the business man, the author."

**Emma V. Tindal**, Principal of the Oliver Wendell Holmes Junior High School, Philadelphia, Pa., writes: "To my mind, printing is an educational agency of undoubted value. When included in a school curriculum, it may be employed to motivate instruction in various studies, such as punctuation, composition, grammar, spelling, mathematics, science, and art. And it will also afford an opportunity for acquired and worth-while manual skill."

**Susan Dorsey**, Superintendent of Schools, Los Angeles, California, writes: "It is a matter of importance that through the school printshop a large number of young people have become familiar with the different styles of type, with the setting up of forms, and with the vocabulary of printing, and the related arts of making cuts, prints and the like."

**James M. Glass**, Director of Junior High Schools, Commonwealth of Pennsylvania, writes: "Printing is incorporated into Junior High School program of studies in a majority of instances as part of a general shop organization. The aim is not vocational education, but general industrial arts training. Where the try-out purposes of a general shop need not be restricted to the industrial activities of a given community it seems advisable to add printing as one of the projects of a general shop plan."

FOR INFORMATION REGARDING PRINTING INSTALLATIONS, WRITE

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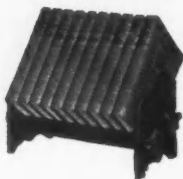
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